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## ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 1 level with suggestions for introducing career education into the curriculum. The guide is divided into 35 units: health (10 units); language arts (5 units); mathematics (1 unit); sciences (10 units); social studies (8 units); and references for all units. Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. Transparency masters for some of the learning activities are given. (Author/EC)

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# CAREER MOTIVATION

GRADE 1

11 2

AKRON PUBLIC SCHOOLS  
Akron, Ohio

CONRAD C. OTT  
Superintendent

U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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MAR 20 1975

CAREER MOTIVATION PROGRAM

GRADE 1

AKRON PUBLIC SCHOOLS  
1972

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Career Education Programs

## FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vassalotti	Sixth Grade
Miss Diane Sollberger	Sixth Grade
Mr. William Mannion	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Seiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

## GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

*To motivate students to want to become a part of the World of Work.*

*To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.*

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity, that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more complex, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt with in the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values and attitudes.

## USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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# GRADE 1 — HEALTH

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## ALL ABOUT YOU

OBJECTIVES:

1. To help children develop an awareness of job opportunities in public health and safety.

CONCEPTS:

1. Some people need special knowledge and training to perform their jobs, such as nurses, doctors, dentists, firemen and policemen.

## ALL ABOUT YOU

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Television program, "All About You" broadcast by station WVIZ.

### REFERENCES AND MATERIALS

T.V. and guide to programs

### GOALS

1. Children  
bodies  
aware of  
to the  
mental,  
facets

## ALL ABOUT YOU

### REFERENCES AND MATERIALS

T.V. and guide to programs

### GOAL STATEMENTS

1. Children will learn about their bodies and they will become aware of the opportunities related to the dimensions of physical, mental, emotional and social facets of people.

## CHILDREN

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Discuss parents, teachers, milkmen, postmen, doctors, policemen, etc. Discuss children's jobs and responsibilities. What jobs can children do to help their parents, teachers, brothers, and sisters? Discuss jobs their brothers and sisters may have, baby sitting, delivering papers, shoveling walks, raking leaves, etc. Help children become aware that they live in a working world, that people want to work, and that there are many different jobs to be done.

### REFERENCES AND MATERIALS

With paper and crayons, or magazines, make a mural showing all the different jobs related to the children's homes. Include mother, father, telephone man, news boy, postman, milkman, breadman, Avon Lady, nurse, doctor, policeman, trash man. Use butcher paper and paste. Let all children prepare a picture by drawing or cutting out one.

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## CHILDREN

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### REFERENCES AND MATERIALS

With paper and crayons, or magazines, make a mural showing all the different jobs related to the children's homes. Include mother, father, telephone man, news boy, postman, milkman, breadman, Avon Lady, nurse, doctor, policeman, trash man. Use butcher paper and paste. Let all children prepare a picture by drawing or cutting out one.

### GOAL STATEMENTS

1. Children will become aware of the different jobs required to maintain a home.



## CLEANLINESS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. After discussion of why we wash our hands after using the toilet and before meals and of why we do not put fingers, crayons, pencils in our mouths (because of virus and bacteria), make up 3 or 4 plastic petry dishes with nutrient Agar. Using clean cotton swabs, gently take a culture from one child's mouth, place the culture on Agar and label the lid. Take several cultures: one of a child's desk, a door knob, the drinking fountain, and the floor. A line can be drawn across the lid of the dish and two cultures put in one dish. Expose one dish to the air. Explain to the children that this is similar to the type of work laboratory workers do and that laboratory workers help doctors in keeping people well and in getting them well when they are sick.

Put the cultures in a dark place for a day or two until they grow, then tape them shut, and let the children look at the cultures with a magnifying glass. Tape to a sheet of construction paper and display the cultures on the bulletin board.

### REFERENCES AND MATERIALS

Plastic petry dishes, nutrient Agar, cotton swabs, magic markers, magnifying glass, and bulletin board

### GOALS

1. Children of the laboratory

## CLEANLINESS

### REFERENCES AND MATERIALS

Plastic petry dishes, nutrient Agar,  
cotton swabs, magic markers, magnifying  
glass, and bulletin board

### GOAL STATEMENTS

1. Children will experience some  
of the work tasks of a  
laboratory worker.

## CLEANLINESS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

CAUTION: When the unit is completed, the cultures and plastic petry dishes should be burned to dispose of any bacteria.

2. Discuss the clothing the children are wearing. Do they have different clothing for play, church, and parties? Why do they wear clean clothes to school each day? Why not wear their play clothes?

Who keeps their clothing clean, mended, and pressed? How can they help their parents? (By being careful of their clothes. Hanging up their clothes, etc.)

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work:  
  
Child  
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## CLEANLINESS (continued)

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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play, church,  
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play clothes?

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ents? (By  
eir clothes.  
othes, etc.)

2. Children will realize the  
importance of their mothers'  
work: washing clothes.

Children will demonstrate their  
understanding by participating  
in the discussion.

## EYES

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. When P.T.A. volunteers check vision, discuss with the children the purpose of the test and the importance of the job the volunteers do. Request a volunteer to speak to the children about the importance of the vision check and her reason for volunteering for the job.
2. Discuss who the person is that will make a thorough examination if the vision check suggests a child may need vision correction.

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2. Child jobs

## EYES

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### REFERENCES AND MATERIALS

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correction.

### GOAL STATEMENTS

1. Children realize that some people do not get paid for for a job but do it because it needs to be done.
2. Children recognize that some jobs are specialized.

## GOOD FOOD

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Discuss what different children had for breakfast. What happens when they don't eat breakfast? How do they feel? How can they help mother in her job of preparing breakfast? What is a good breakfast?
2. Have children cut out pictures of food people like to eat for breakfast, or draw pictures of mother getting breakfast and children helping. Make a bulletin board display.

### REFERENCES AND MATERIALS

Breakfast pictures, bulletin board display, crayons, magazines

Paper, crayons, magazines, scissors, bulletin board display

1. Child  
food  
mother  
part

2. Child  
out  
with

## GOOD FOOD

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IES

### REFERENCES AND MATERIALS

### GOAL STATEMENTS

rent children  
What happens  
t breakfast?  
How can they  
job of pre-  
What is a

Breakfast pictures, bulletin board  
display, crayons, magazines

1. Children will learn the correct  
foods to eat and the tasks  
mother performs in the pre-  
paration of food.

out pictures  
e to eat for  
pictures of  
akfast and  
Make a  
play.

Paper, crayons, magazines, scissors,  
bulletin board display

2. Children will be able to cut  
out or draw pictures to help  
with the class activity.



## HEALTH HELPERS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. When the TB tests are given, discuss preventive medicine and the work-tasks of a nurse. When the dental examinations are made, discuss the work tasks of a dentist. Invite an ambulance driver to speak and demonstrate his machine. Ask the lunch lady to explain her job. Visit a near-by drug store and ask the druggist to speak about his work. Observe the work of a garbage collector.
2. Make a paper bag puppet of each of the various workers and help the children in role playing. See pages following this unit.
3. Help the children compose short stories about health workers.
4. Keep a vocabulary list of new terms.
5. Make a class book or individual books of health workers.

### REFERENCES AND MATERIALS

Filmstrips: "Our Health Department"  
"You and Your Helpers"

Publications: Health Nurse  
Dentist  
Doctor  
Podiatrist  
Cafeteria Worker  
Druggist  
Ambulance Driver  
Garbage Collector

Book: The Garbage Man

### GOALS

1. Children there a communi helping
2. Children a puppe health
3. Children tribute stories
4. Children tribute terms.
5. Children tribute book.

## HEALTH HELPERS

### REFERENCES AND MATERIALS

Filmstrips: "Our Health Department"  
"You and Your Helpers"

Publications: Health Nurse  
Dentist  
Doctor  
Podiatrist  
Cafeteria Worker  
Druggist  
Ambulance Driver  
Garbage Collector

Book: The Garbage Man

### GOAL STATEMENTS

1. Children will become aware that there are many workers in the community who are dedicated to helping people stay healthy.
2. Children will be able to make a puppet and role play various health helpers.
3. Children will be able to contribute suggestions for the stories.
4. Children will be able to contribute to the list of new terms.
5. Children will be able to contribute a picture to the class book.

## HEALTH HELPERS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

5. Capitalize on a child getting a scratched knee or bumped head. After seeing that he receives first aid, discuss with the children who is the best person to have tend the wound. (Doctor, nurse)  
Discuss the role of the person giving the first aid and lead to further discussion of health workers, doctor, nurse, dentist, oculist, etc.
7. Have an ambulance driver explain his job to the children. Make arrangements so he can demonstrate his ambulance to the children.

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## HEALTH HELPERS (continued)

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### REFERENCES AND MATERIALS

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children.

### GOAL STATEMENTS

6. Children will become aware that jobs are specialized; that some jobs take knowledge not needed in other jobs.
7. Children can demonstrate good manners by listening quietly. They will be able to draw a picture of the work done by the ambulance driver.

27

28

## NUTRITION

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Obtain the "Farm" from the dairy council and help the children set it up.
2. Discuss workers needed to get dairy products from farm to consumer.
3. Discuss need for good food, the growth and preparation of food, and the workers involved.
4. Cut pictures from magazines and make a class book or individual books of basic foods, good lunches, dinners, and work and workers involved.

### REFERENCES AND MATERIALS

Dairy Council Farm

Magazines and pictures

### GOALS

1. Children part in setting
2. Children differ workers product
3. Children tribute to the
4. Children strate a pictu

## NUTRITION

### REFERENCES AND MATERIALS

Dairy Council Farm

Magazines and pictures

### GOAL STATEMENTS

1. Children will be able to take part in the actual work of setting up the toy farm.
2. Children can discuss the many different jobs, machines and workers involved with dairy products.
3. Children will be able to contribute suggestions and ideas to the discussion.
4. Children will be able to demonstrate learning by contributing a picture to the book.

## PREVENTIVE MEDICINE

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. When the public health nurse comes to give the TB test, discuss the purpose of the test. Relate to vaccinations the children received before coming to school. Discuss the roles of public health nurse, family physician, and how and why preventive medicine is done.
2. Have the children draw pictures of themselves or a group receiving the TB test. Put on a bulletin board.

### REFERENCES AND MATERIALS

Paper, crayons

## PREVENTIVE MEDICINE

### GOALS AND ACTIVITIES

health nurse  
the TB test,  
purpose of the  
vaccinations  
received before  
the test. Discuss the  
health nurse,  
the test, and how and  
preventive medicine is done.

draw pictures  
of a group re-  
ceiving the test. Put on a

### REFERENCES AND MATERIALS

Paper, crayons

### GOAL STATEMENTS

1. Children will learn through first hand experience that people work at jobs which help other people stay healthy.
2. Children will be able to draw a picture of themselves or of the group receiving the test.



## SAFETY

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Take a walk to observe the following helpers who keep children safe: traffic patrolman, police cruiser, patrol boys, etc.
2. Have children draw pictures of people who help them keep safe.
3. Ask a policeman to speak to the class. Ask that he describe his job and duties. Make arrangements that he can demonstrate his police car.
4. During fire prevention week, ask a fireman to describe his job and demonstrate his fire truck.
5. Visit a fire station.
6. Draw pictures of safety helpers and make a class book.

Paper and crayons

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## SAFETY

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### REFERENCES AND MATERIALS

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week, ask a  
job and  
ruck.

helpers

Paper and crayons

### GOAL, STATEMENTS

1. Children will become aware that people work at jobs helping others be safe.
2. Children will be able to draw a picture of safety workers.
3. Children will become aware of the duties of a policeman.
4. Children will become aware of the duties of a fireman.
5. Children will become aware of the work tasks of a fireman in the fire station.
6. Children can draw pictures depicting work tasks of safety helpers.

SAFETY (continued)

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

7. Discuss what happens when parents have to go away from home. Who takes care of the children? Discuss the baby sitter's job, the different duties and responsibilities he or she has. Discuss the child's job. How can children help the sitter? In what ways can children help their parents?

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## SAFETY (continued)

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### REFERENCES AND MATERIALS

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their parents?

### GOAL STATEMENTS

7. Children can tell the work task of a baby sitter. Each child will become aware of his responsibilities when left in the care of a baby sitter.

## TEETH

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. When the school dentist visits, discuss his job and what he is going to do at the school. Let several children tell of their own experiences at the dentist.
2. Make a paper bag puppet of the dentist, a nurse, mother and child and let the children perform a little skit about a dental visit. Then display the puppets on the bulletin board. See following pages for puppet patterns.

### REFERENCES AND MATERIALS

Paper bags, puppet dittos, paste, crayons, and scissors

GO

1. Children with a does.
2. Children are other related will play role play

## TEETH

### REFERENCES AND MATERIALS

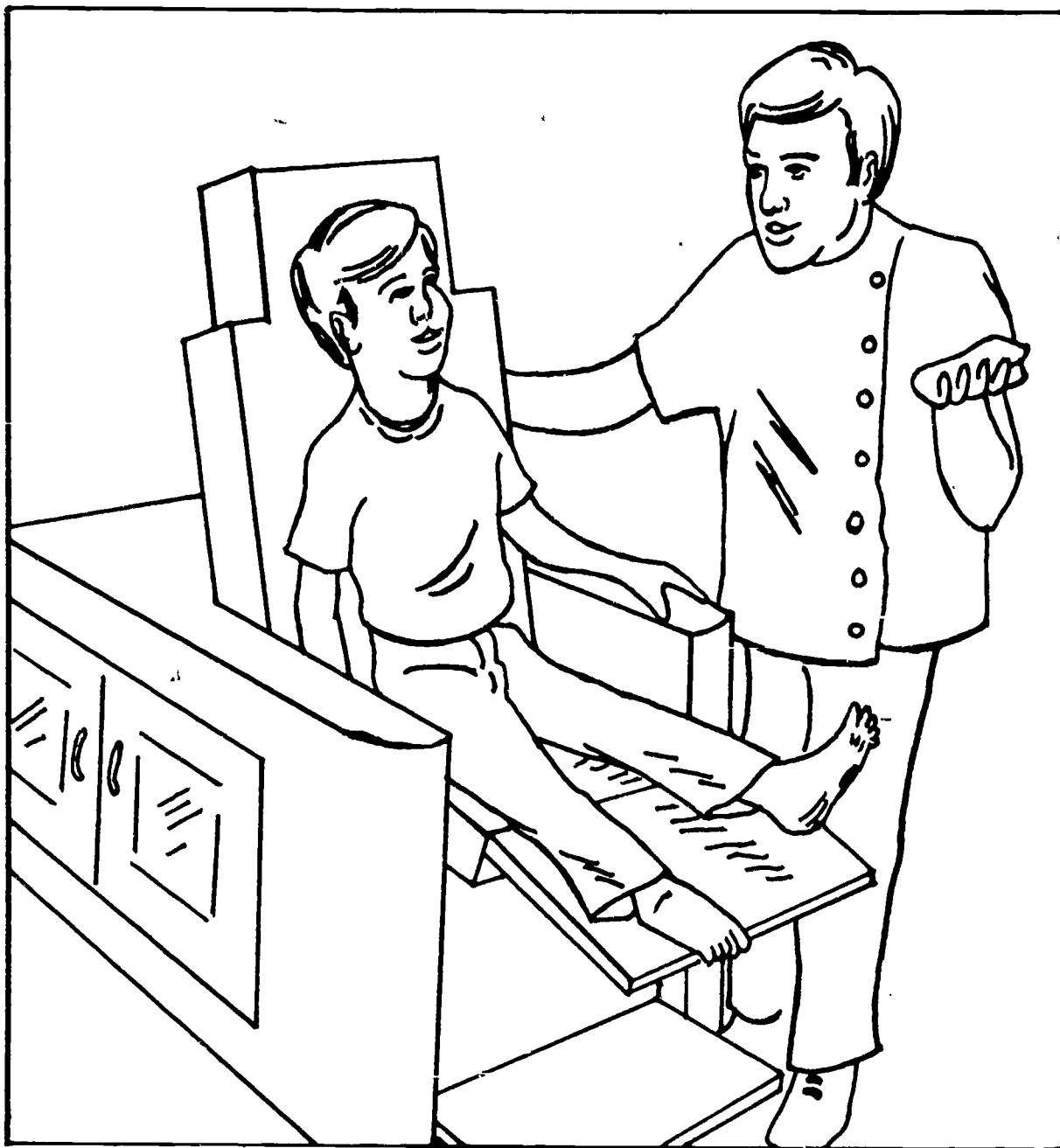
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Paper bags, puppet dittos, paste,  
crayons, and scissors

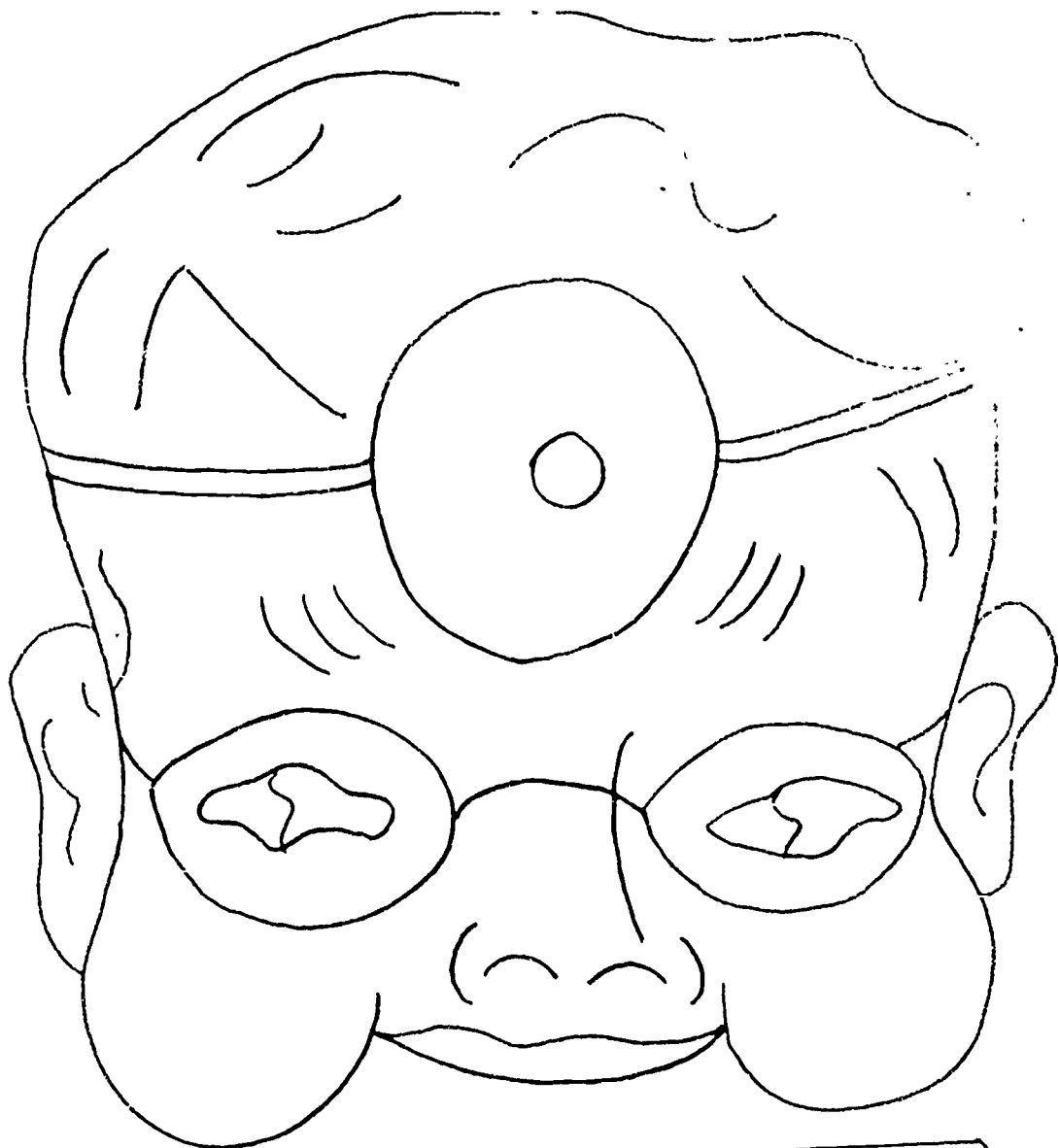
### GOAL STATEMENTS

1. Children will become acquainted with a particular job a dentist does.
2. Children will learn that there are other people who have jobs related to dental work. Children will participate in the puppet role play.

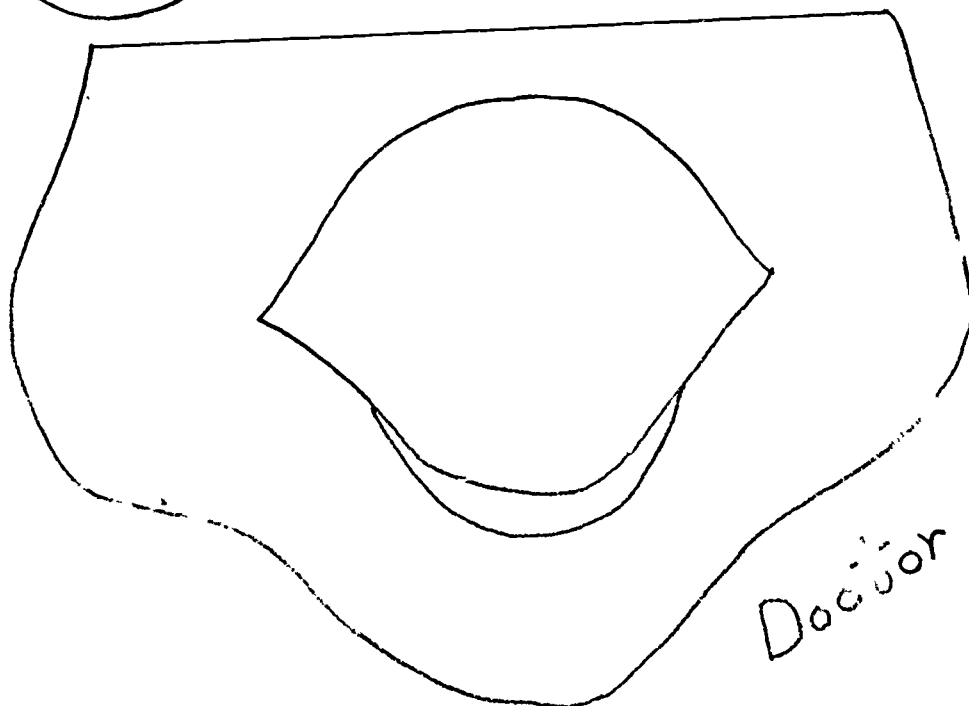


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Podiatrist



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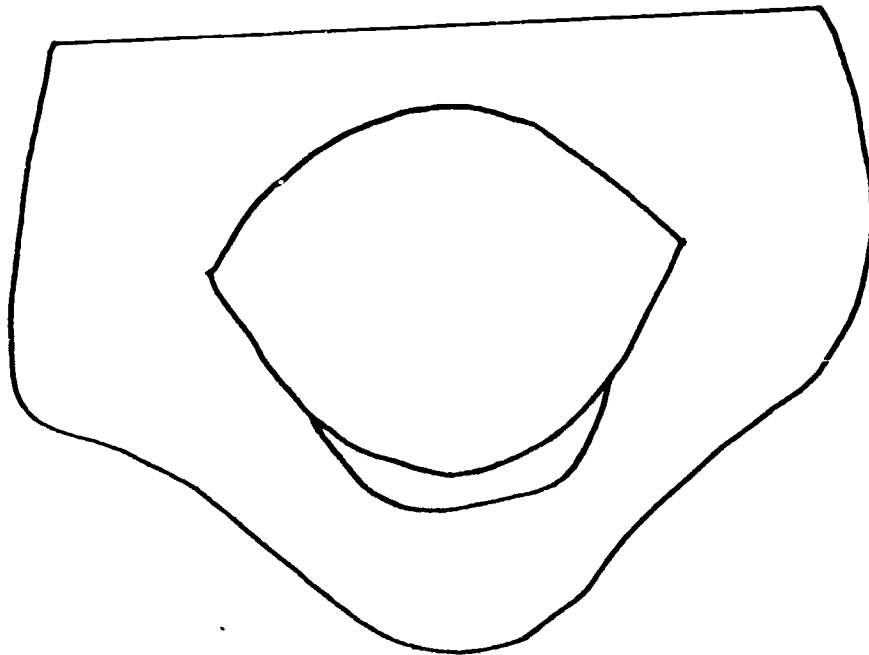
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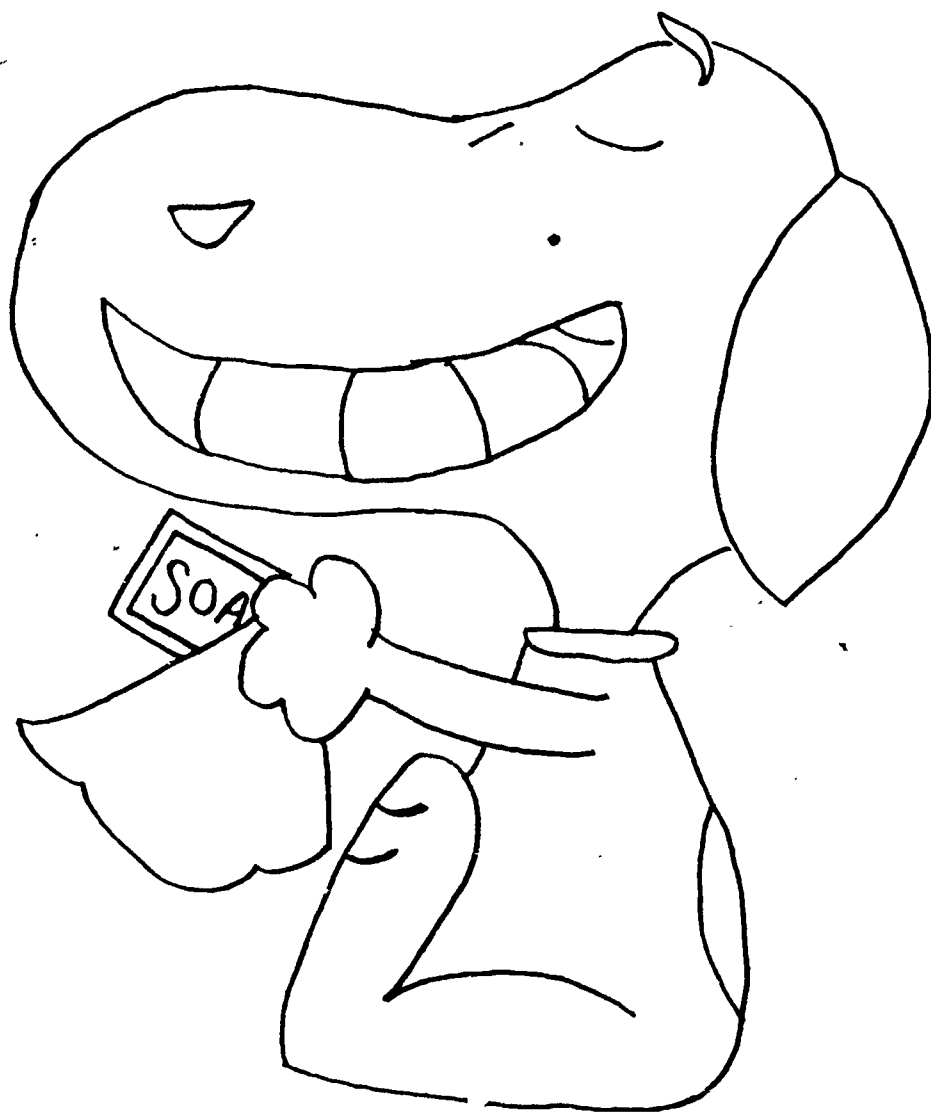


Dentist



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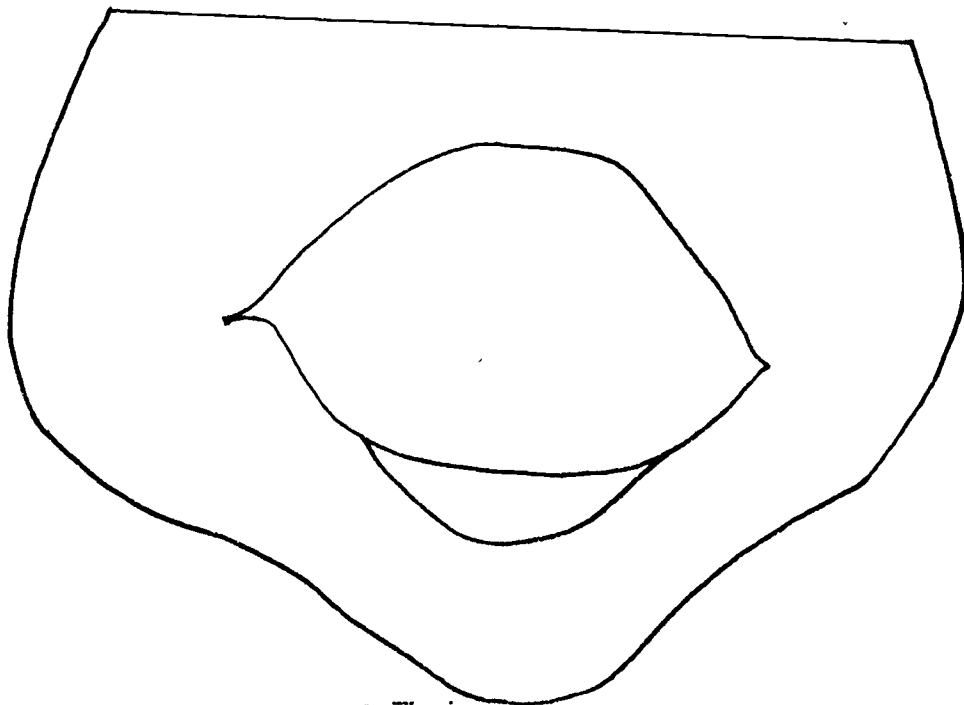
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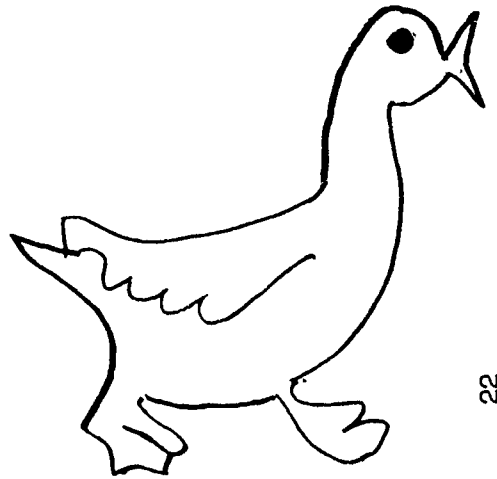
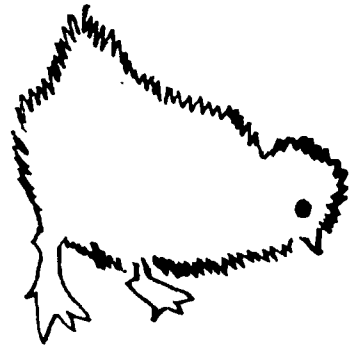
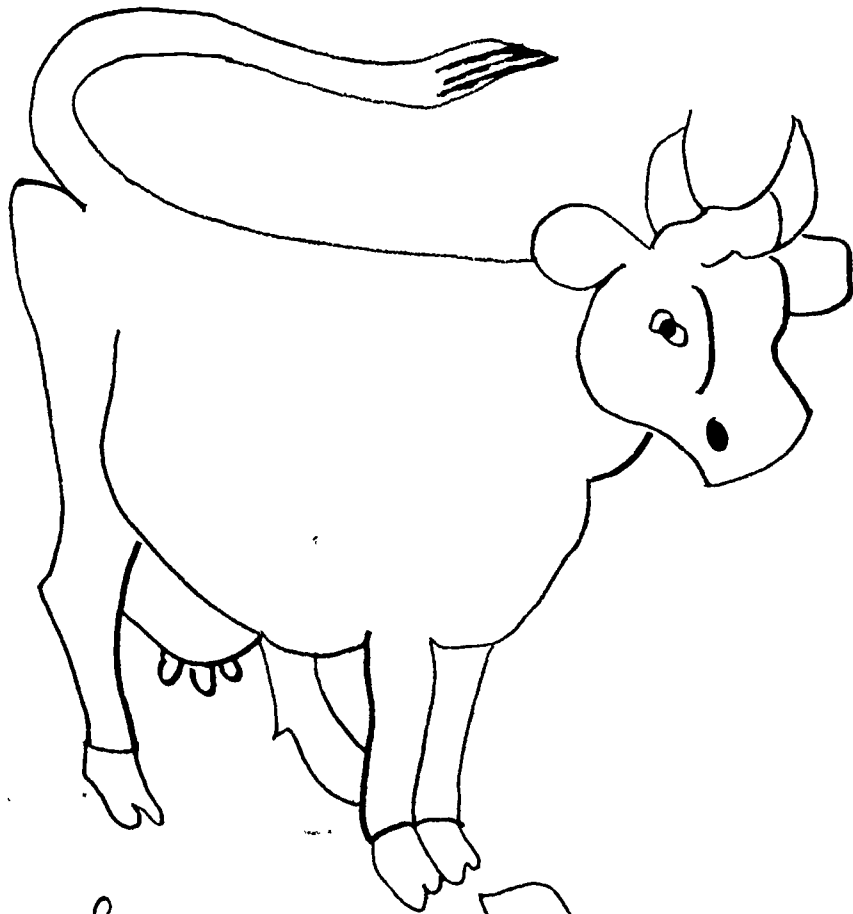
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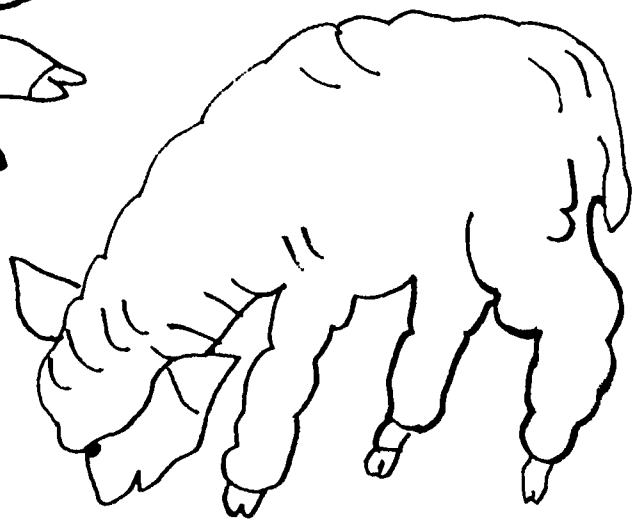
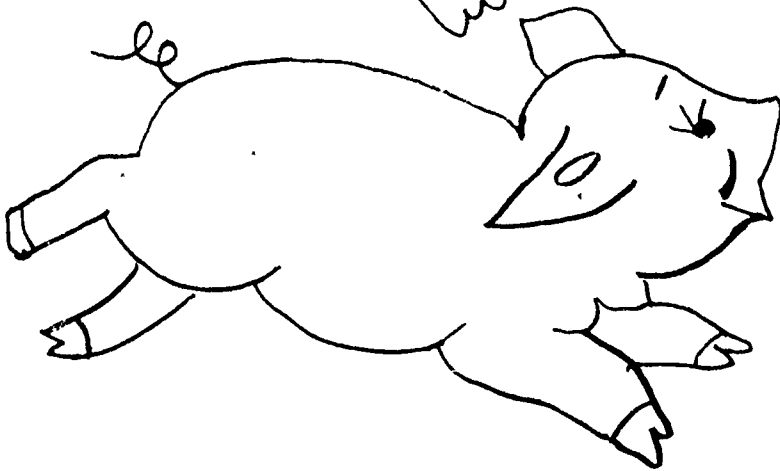
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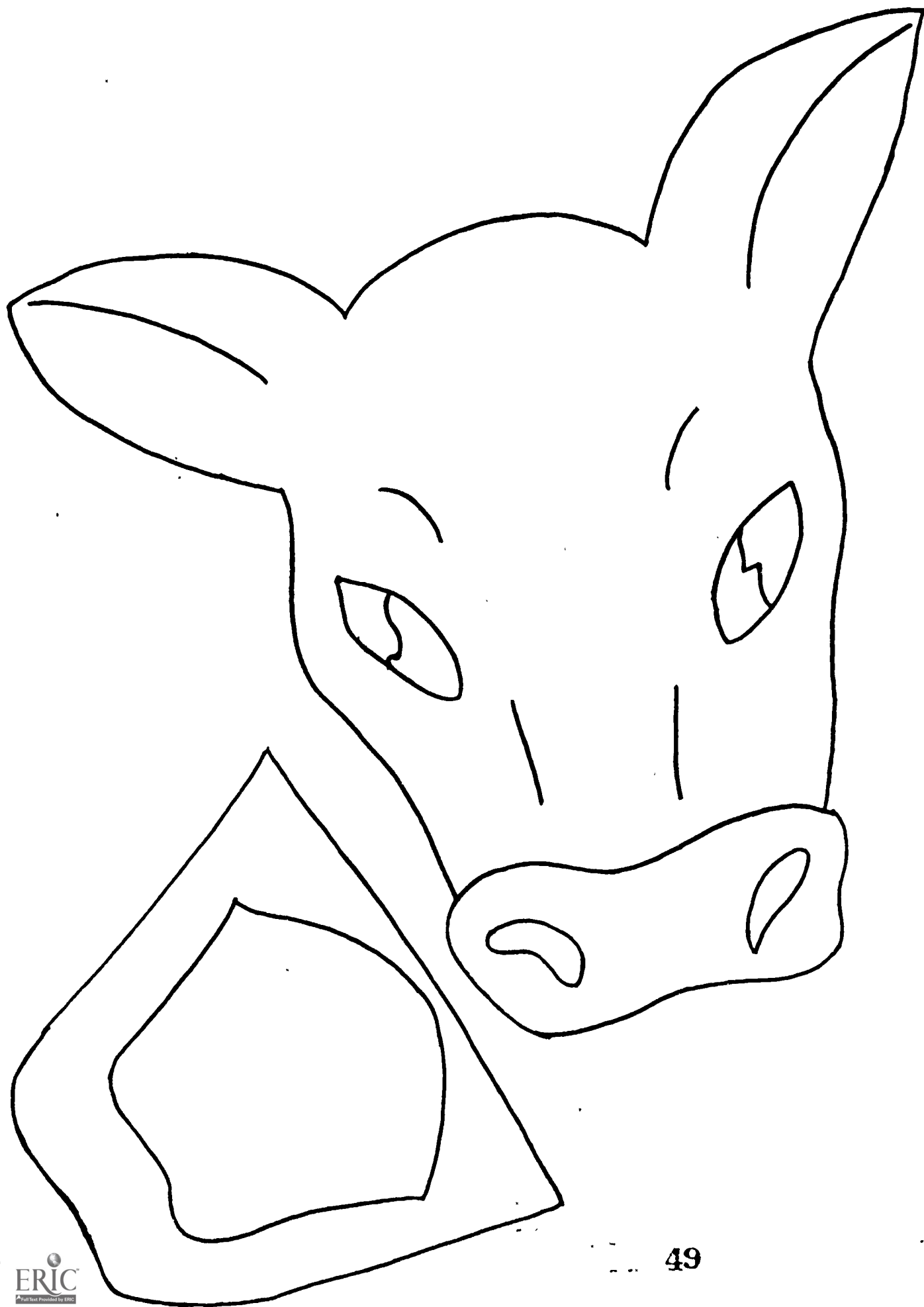
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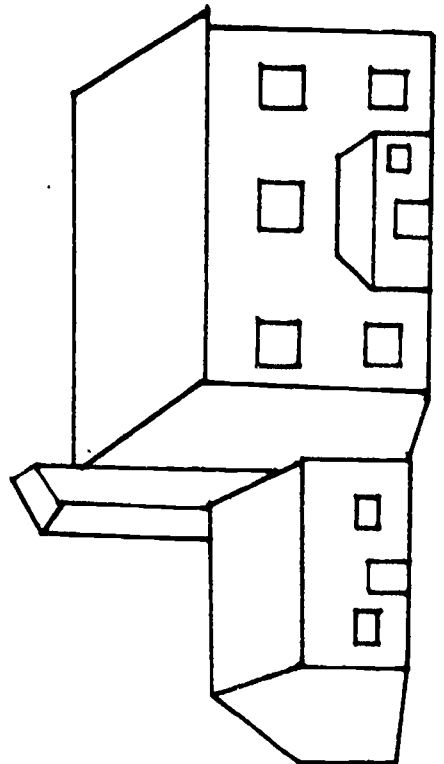
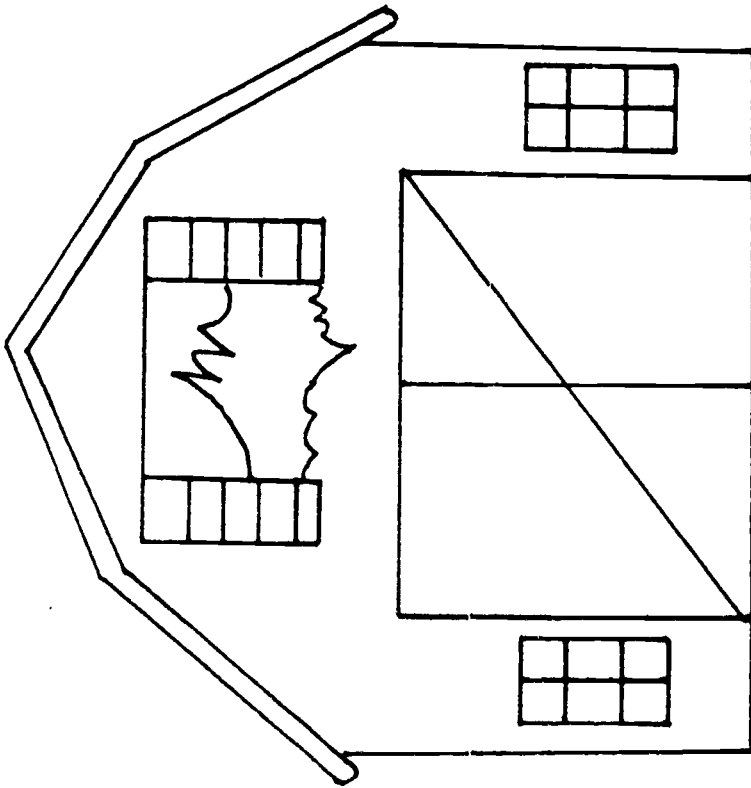
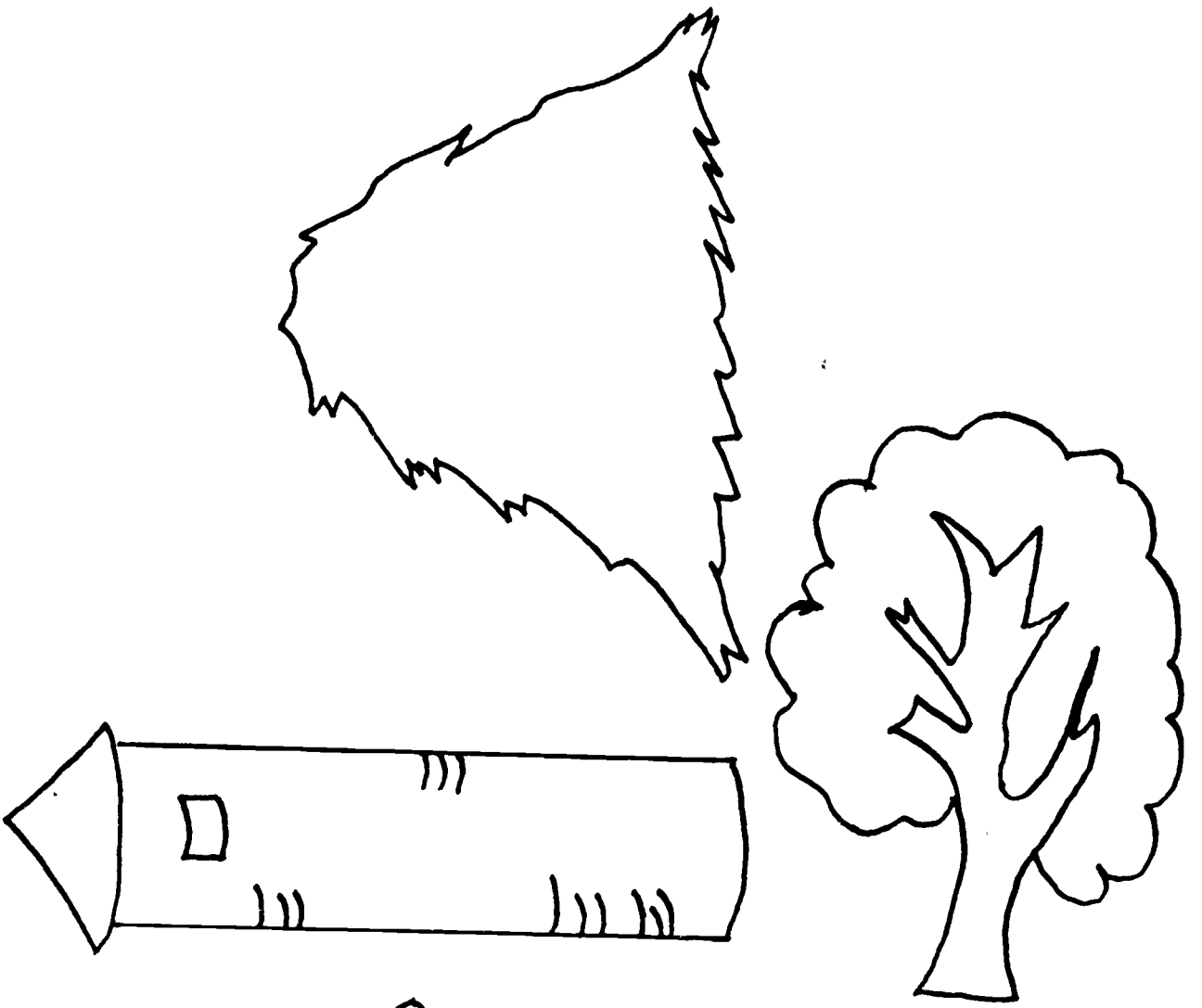












What does  
a foot  
doctor  
really do?



Dog

## **GRADE 1 – LANGUAGE ARTS**

... 52

OBJECTIVES:

1. To develop an awareness that skills in the language arts are important in future careers.

CONCEPTS:

1. Reading helps in their work.
2. In many jobs people must know how to write.
3. Being able to speak correctly is necessary in many careers.

## GUIDANCE

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Role playing is the spontaneous acting out of real life problems and situations. Children take the roles and play their part so that the teacher and the rest of the class may evaluate and learn by the dramatization. Teacher and children can determine attitudes, appreciations and information. Problems can be alleviated by role playing the difficulty such as name calling, tattling, thefts, sharing, talking during class, and playing during work time. Reasons for attitudes can be brought out and good attitudes fostered. This can be worked into the working world by role playing workers who have poor attitudes and what the results might be.

### REFERENCES AND MATERIALS

### GOALS

1. Children  
positive  
people

## **GUIDANCE**

### **REFERENCES AND MATERIALS**

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### **GOAL STATEMENTS**

1. Children will become aware that positive attitudes towards other people and jobs are important.

## HANDWRITING

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Poems dealing with different workers. The children learn the poem. Write poems on the chalkboard, dealing with the workers; the children can copy these for handwriting practice.
2. Make a puppet about the worker in the poem. Display the written poem and puppet on the bulletin board.
3. Class composes thank you letters to speakers or place visited and copies this from the chalkboard. A picture of a particular job that impressed the child could be included or drawn on the back of the letter.

### REFERENCES AND MATERIALS

Book: What I Can Be From A to Z

Writing paper, pencils, crayons

### GOALS

1. Children material
2. Children their a success puppet of the
3. Children their u letters



## HANDWRITING

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### REFERENCES AND MATERIALS

Book: What I Can Be From A to Z

Writing paper, pencils, crayons

### GOAL STATEMENTS

1. Children will be able to assemble materials about various workers.
2. Children will be able to show their achievement by the successful completion of a puppet and of a readable copy of the poems.
3. Children will be able to show their understanding by writing letters and drawing pictures.

## ORAL COMMUNICATION

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

### GOALS

1. Hobbies children or their parents have are frequently related to some kind of work. Periodically have children show and discuss a hobby club where they can share and exchange information. Encourage children to get interested in leisure time hobbies.
2. Children may bring in something their parents use in their work and explain to the class what it is and how it is used. Shy children and those who are reluctant to speak may find it easier to gain confidence when holding and discussing something that has meaning to them and their parents.
3. Dramatization of a story can be done as a TV show. Using a large cardboard carton, cut it to resemble a giant television set. Children can role play the parts of workers. Their speaking parts could be recorded on tape, and, as the tape plays, they could act their parts on the TV screen.

Large carton, scissors

1. Children often learn related in a hobby a future
2. Children communicate of jobs. They will when the home and it is a
3. Children play the workers.

## ORAL COMMUNICATION

### REFERENCES AND MATERIALS

Large carton, scissors

### GOAL STATEMENTS

1. Children will become aware that often leisure time hobbies are related to jobs and that interest in a hobby may lead to skill in a future job.
2. Children will be able to communicate and extend their awareness of jobs their parents engage in. They will show their achievement when they bring something from home and are able to tell what it is and how it can be used.
3. Children will be able to role play the work tasks of various workers.

## READING

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Discuss how reading helps mothers and fathers in their daily work; then illustrate by drawing pictures.
2. Discuss how reading helps their parents when they are not working; then illustrate and display pictures.
3. Children pantomime a job mother does that requires reading skills, such as baking a cake. Pantomime a father's job that requires reading skills.
4. The teacher makes a list of other jobs that require reading skills. Draw pictures of these jobs and label them Working People Need To Read or Reading Helps People Do Good Work.
5. Children read the parts of the characters in a story. After reading and acting out the story, several other children act out the story characters in their own way, using their own words and ideas. When a particular worker is in a story encourage the children to role play some of the various duties connected with his job.

Paper and crayons

Paper and crayons

Paper and crayons

60

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| 4. Children skills They w two of               |
| 5. Children certain                            |

## READING

### REFERENCES AND MATERIALS

Paper and crayons

Paper and crayons

Paper and crayons

### GOAL STATEMENTS

1. Children will become aware of the importance of reading skills in their parents' work and business. They will draw pictures of their mother and father performing a job.
2. Children will be able to draw a picture of a job needing reading that either their mother or father does.
3. Each child will be able to participate in the pantomime of one parent's job.
4. Children will realize that reading skills are important to all people. They will draw a picture using two of the listed jobs.
5. Children will become aware that certain jobs have definite duties.

## READING (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

6. After the children are able to read, instead of telling them what to do during a lesson, write it on the board for them to read and follow. Lead the children in a discussion of how reading helps the children in their work. Continue the discussion of how reading helps different workers in different jobs.

### REFERENCES AND MATERIALS

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## READING (continued)

### REFERENCES AND MATERIALS

### GOAL STATEMENTS

6. Children will gain first hand experience relating how the tool of reading helps them in their job. Their following the written directions will show their learning.

## READING - ALPHABETIZING

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Children name different jobs they know or jobs their parents do. List different duties of a certain job. As they name these, list on the board in the order given by the children. Then have the children put them in alphabetical order.

### REFERENCES AND MATERIALS

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## READING - ALPHABETIZING

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### REFERENCES AND MATERIALS

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### GOAL STATEMENTS

1. Children will be able to name eight different jobs and two duties for each job.

64

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## READING - PHONICS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. After several consonant sounds have been taught, play a job game. Choose a letter and let the children name the jobs they know that begin with that sound, (F - fireman, farmer, florist, etc.) Keep a list of the jobs the children name.
2. Children later draw pictures of some of the jobs they named.

### REFERENCES AND MATERIALS

Paper, crayons

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## READING - PHONICS

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### REFERENCES AND MATERIALS

Paper, crayons

### GOAL STATEMENTS

1. Children will become aware of many different jobs.
2. Children will be able to draw pictures of workers.

67

## READING - PRE-PRIMER

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Children discuss the various duties of particular workers pictured in their stories.
2. Children bring in a picture of a particular worker from a story. Put these on a bulletin board and list under the picture the different duties the worker would perform; or have the children draw pictures of the duties and put these under the picture.  
Example: A picture of a policeman; the children could draw some of his duties, such as directing traffic, helping people cross the street, riding in his police car, saving an animal, arresting someone. Other possibilities are zoo keepers, park director, school photographer, bus driver, teacher, clerk, etc.

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

1. Children will realize that people work all around them. They will be able to take part in the discussion.
2. Children will be aware that people perform many different duties in their work. They will draw a picture of two duties a worker performs.

READING - PRE-PRIMER I

TEACHER APPROACH AND  
PUPIL ACTIVITIES

1. Discuss people shown in the pictures using the following questions: What kinds of jobs might they have? What work tasks would they do? Who might they work for? Use occupation workers from Peabody Language Kit.
2. As the 1st pre-primer is completed, the children flip through it again naming the different workers they see. List these on the board.

REFERENCES AND MATERIALS

Peabody Language Kit

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READING - PRE-PRIMER I

REFERENCES AND MATERIALS

Peabody Language Kit

GOAL STATEMENTS

1. Children will be able to identify a worker from the picture when asked.
2. Children will realize people work in different ways. They will be able to identify a worker from the picture when asked.

71

READING - PRE-PRIMER III

TEACHER APPROACH AND  
PUPIL ACTIVITIES

REFERENCES AND MATERIALS

1. At the end of each story, discuss the workers pictured in the story.
2. Print new words on chalkboard. Children then relate these words to jobs. Example: The word walk, postman, mother, teacher, and policeman.

- GO
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## READING - PRE-PRIMER III

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### REFERENCES AND MATERIALS

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### GOAL STATEMENTS

1. Children will become aware of workers.

# **GRADE 1 — MATHEMATICS**

74

OBJECTIVES:

1. To develop an awareness that some knowledge of mathematics is a necessary tool in all work.

CONCEPTS:

1. People use mathematics to help them in their work.

## MONEY - ADDITION AND SUBTRACTION

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. As the number facts are learned, play a store game with children.
2. When mistakes in addition or subtraction are made, play a game with the children to bring the realization of the importance of mathematics to daily work. Add the boys and girls in a reading group to see how many books are needed. What happens if a mistake in addition is made?
3. Discuss money and values and why people need it. How money is obtained. Lead discussion to the realization that money is earned to provide people with a means to fulfill their needs and that people work at many different kinds of jobs in order to earn money. Help children make a list or a bulletin board display of ways to work and earn money.
4. Discuss money and its uses. Discuss favorite stores. Choose a favorite store of one child and let other pupils draw pictures to "stock" it. Put pictures on bulletin boards and let the children take turns being the manager, clerk, and customers. Use play money.

### REFERENCES AND MATERIALS

Bulletin board display of people working at various jobs, paper, crayons, paints

Paper, crayons, and play money

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## MONEY - ADDITION AND SUBTRACTION

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nd customers.

### REFERENCES AND MATERIALS

Bulletin board display of people  
working at various jobs, paper,  
crayons, paints

Paper, crayons, and play money

### GOAL STATEMENTS

1. Children will be able to realize the importance of arithmetic to store workers.
2. Children will be able to state orally what will happen if a mistake is made.
3. Children will realize that needs and desires are fulfilled with money and that money is earned by doing work.
4. Children will have a better understanding of money and its relationship to jobs and work. They will be able to participate satisfactorily in the activity.

## MONEY - COUNTING

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Have children count the various objects in the room, such as desks, chairs, pencils, crayons, etc. Help them draw conclusions as to reasons for counting. Ask questions to help them in their conclusions. Why does the teacher need to know how many children will be in the class? Why does the custodian need to know how many desks will be needed, how many books, pencils, etc?
2. After the children can count to 50, discuss why people need to be able to count. Since this is at beginning of year and class will not yet be reading, teacher should make a list of children's responses of who counts. The children could cut out and display pictures of different people and the things they count. Such as a banker and money. A store clerk and his stock (or money). Child and shoes or socks. Mother and table service, carpenter and tools, etc.

### REFERENCES AND MATERIALS

Any equipment or supplies in a classroom

Pictures from magazines, pictures from the newspaper

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## MONEY - COUNTING

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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Any equipment or supplies in a  
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be able to state orally one  
reason for counting.

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Mother  
carpenter

Pictures from magazines, pictures  
from the newspaper

2. Children will be able to demon-  
strate learning by giving one  
suggestion for the list.

# **GRADE 1 — SCIENCE**

80



## MONEY - MEASURE

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. After concept of measuring is understood, children can bring pictures of people measuring something.
2. Discuss how measuring helps mother in her job.
3. Make some Kool-Aid in the classroom with the children.
4. Bake some cookies at school, helping the children with the measuring.

### REFERENCES AND MATERIALS

#### Pictures

Measuring cup, Kool-Aid, cups

Ingredients for cookies

1. Child starts to choose pictures measuring
2. Child starts measuring
3. Child oral correction
4. Child oral correction

## MONEY - MEASURE

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### REFERENCES AND MATERIALS

Pictures

Measuring cup, Kool-Aid, cups

Ingredients for cookies

### GOAL STATEMENTS

1. Children will be able to understand that measuring is important to many jobs. They will bring or choose and cut out or draw a picture of a person doing some measuring.
2. Children will be able to understand how their mothers use measuring in the home.
3. Children will be able to state orally one reason for needing correct measure.
4. Children will be able to state orally one reason for needing correct measure.

## AIR

OBJECTIVES:

1. To develop an awareness of the many jobs in science.
2. To develop the understanding that workers in science help us have a more comfortable

CONCEPTS:

1. Many jobs have been developed from science.
2. Science workers can help us in our daily lives.
3. The use of special tools is often necessary to a scientist's work.

## AIR

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Blow up a balloon and have children observe what happens when the air is released under water. Release a balloon and let it fly around the room. Help the children list on the board all the jobs they can think of that use air.
2. Blow up several balloons. Ask the children what caused the balloon to expand. Discuss how air is used in people's work. Make a list on the board of the different jobs where air is important. Example: air for toys; air for tires; air conditioners for cars, homes, and businesses, sail boats, aqua lungs, airplanes.

### REFERENCES AND MATERIALS

Balloons

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Balloons, chalkboard

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## AIR

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### REFERENCES AND MATERIALS

Balloons

Balloons, chalkboard

### GOAL STATEMENTS

1. Children will become aware that air has a practical use and is important in many jobs. They will be able to draw a picture of a worker who uses air on his job.
2. Children will become aware that some things they take for granted are used in many jobs. They will draw a picture of two items needing air.

## AROUND THE YEAR

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Observe the sky during recess. Ask the children to look at the sky at night. Discuss why an astronomer would look at the sky.
2. Discuss what subjects in school would help them find the distance to the moon or a planet. Discuss work tasks of astronauts and the reasons for going to the moon.
3. Make a bulletin board of workers who use the sky and weather in their jobs.
4. Discuss the temperature each day and keep a chart or record of temperature variations for ten days (two school weeks). Discuss why a weatherman keeps such charts.
5. Check an indoor and an outdoor thermometer, if available. Discuss why a weatherman does this. Keep a record.
6. Listen to and keep a record of a TV or radio weather broadcast for five or ten days. Discuss tools and jobs that a weatherman does before the broadcast.

Bulletin board and pictures

Bulletin board and pictures

Chart paper or chalkboard,  
thermometer

Thermometers

Radio or TV

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## AROUND THE YEAR

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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Bulletin board and pictures

Bulletin board and pictures

Chart paper or chalkboard,  
thermometer

Thermometers

Radio or TV

1. Children will become aware of some of the work tasks of an astronomer.
2. Children will be able to state three academic subjects that an astronomer uses in his work.
3. Children will be able to organize and record some of the jobs they have learned about.
4. Children will be able to experiment first hand in the type of work a weatherman does.
5. Children will be able to obtain first hand knowledge of some of the jobs a weatherman does.
6. Children will be able to name three tools a weatherman uses.

## AROUND THE YEAR (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

7. Discuss tools of weathermen and the many phases of his job. Ask a weatherman or a weatherbuff to speak to the class. Make a bulletin board of pictures relating to his job. Display some of the kinds of gauges a weatherman would use, such as thermometer, barometer, wind gauge, measuring stick, humidity gauge, etc.

### REFERENCES AND MATERIALS

Bulletin board, magazines, children's pictures, tools, thermometer, hydrometer, barometer, wind wock, etc. Tools can be simple, hand made if regular item can not be found

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## AROUND THE YEAR (continued)

### TEACH AND ACTIVITIES

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### REFERENCES AND MATERIALS

Bulletin board, magazines, children's  
pictures, tools, thermometer,  
hydrometer, barometer, wind sock, etc.  
Tools can be simple, hand made if  
regular item can not be found

### GOAL STATEMENTS

7. Children will be able to name  
three tools a weatherman uses.

## COLOR

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Lead a discussion of colors.  
How many colors do the children know? How many colors can they see in the classroom? List the colors on the board.
2. Discuss the importance of colors. Several different colors are more pleasing than just one. Certain colors are used for certain things, red for stop, green for go, red for fire engines, white for nurses' and doctors' uniforms, blue for policemen's uniform, yellow for caution, etc.
3. Children color dittos of people in uniforms or cut out pictures of people in uniforms for a bulletin board display of how colors are used in different jobs.
4. Take a walk to observe people using color in some significant way in their work or to locate evidence of how color is used in certain jobs, such as lane markings of streets, stop lights, house paint, fire truck, sanitation truck, taxi cab, etc.

### REFERENCES AND MATERIALS

Chalkboard

Dittos, crayons, magazines, scissors

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2. Child through ways
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## COLOR

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### REFERENCES AND MATERIALS

Chalkboard

Dittos, crayons, magazines,  
scissors

### GOAL STATEMENTS

1. Children will learn how colors help them and others in their work at home and at school. They will be able to tell at least three items of different colors they can see.
2. Children will be able to state three colors used in special ways.
3. Children will learn ways color is significant to many jobs. They will demonstrate understanding by drawing a picture of a certain worker in the specially colored uniform worn on the job.
4. Children will be able to state significant ways color is used. They will be able to draw pictures showing how color is used.

## COLOR (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

5. Use 3 clear plastic dishes or lids  $\frac{1}{4}$  -  $\frac{1}{2}$  inches deep. Directions: Fill half full with water. Into one put a few drops of red food coloring. Into another a few drops of blue. Into the last, a few drops of yellow. Put the three dishes on the overhead projector. As the children observe, move the red one over the top of the yellow, blue over the yellow, red over the blue. Then drop a few drops of red into the yellow and blue. Next a few drops of blue into the yellow. The children should observe the changes. Allow one or more of the children to participate in moving the dishes or dropping the food coloring.
6. Discuss ways people can use the mixing of colors in their jobs. Example: crayons, water colors, house paint, etc.

Overhead projector, shallow clear plastic dishes, food coloring, dropper

5. Child observe paint to determine state of orange

6. They or do work color

## COLOR (continued)

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TIES

### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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Overhead projector, shallow clear  
plastic dishes, food coloring, dropper

5. Children will have first hand  
observation in the work of a  
paint mixer. They will be able  
to demonstrate with crayons or  
state how green, purple, and  
orange are made.

e can use the  
n their jobs.  
water colors,

6. They will be able to state orally  
or draw a picture of one item a  
worker might make using mixed  
colors.

## ELECTRICITY

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Discuss with children the uses of electricity. List the electrical things used at home and at school. Then discuss how electricity is used in people's work.
2. Assign children the job of cutting out pictures of items using electricity at home and at school, also, items their father may use at work. Display these pictures on the bulletin board.

### REFERENCES AND MATERIALS

Electrical equipment such as an overhead projector, tape recorder or record player

Magazines and scissors

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## ELECTRICITY

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### REFERENCES AND MATERIALS

Electrical equipment such as an over-  
head projector, tape recorder or  
record player

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of items  
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Display  
bulletin

Magazines and scissors

### GOAL STATEMENTS

1. Children will become aware of the many things they and their parents use that are operated electrically and how these items make their work and lives more comfortable. They will be able to state or draw two things at home and school that are operated electrically.
2. They will be able to see how electricity helps their parents at work. They will be able to state two ways electricity helps father on his job.

## LIVING THINGS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Plant seeds in various kinds of soil. Water some and leave others dry. Place some in the dark and some in the light. (Be sure to label each container). Watch and compare their growth. Keep a record. Discuss how problem solving and record keeping help a farmer have better crops.
2. Collect water from a pond or quiet place in a stream. Experiment: Use an eye dropper of pond water to prepare a wetted slide. Allow the children to view the tiny animals that live in pond water. Relate this to the world of microbes that laboratory and health workers use.
3. Children bring in seeds of corn, beans or peas that mother uses at home. Cut quart size cardboard milk containers on three sides, leaving the bottom deep enough to hold soil and seeds. The container should have three low sides; the fourth side should not have been cut. After planting the seeds, label the containers and staple to a bulletin board. As an additional project, have the children find and bring in a picture of each plant grown to maturity. Staple this beside the containers on the bulletin board.

### REFERENCES AND MATERIALS

Plastic foam or paper cups, different kinds of soil, good soil, sand, gravel, etc., seeds, water, and chart paper

Quart cardboard milk containers, scissors, staples, seeds, soil, paper for labeling, pictures of the particular seed grown to maturity



## LIVING THINGS

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### REFERENCES AND MATERIALS

Plastic foam or paper cups, different  
kinds of soil, good soil, sand, gravel,  
etc., seeds, water, and chart paper

Quart cardboard milk containers,  
scissors, staples, seeds, soil,  
paper for labeling, pictures of the  
particular seed grown to maturity

### GOAL STATEMENTS

1. Children will obtain first hand  
experience of some of the work  
tasks of a scientist.
2. Children will gain first hand  
experience in performing a work  
task similar to those of lab  
workers or scientists.
3. Children will have the opportunity  
to observe certain plants grown  
by agriculturists after having  
the first hand experience of  
planting seeds.

## LIVING THINGS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

4. Have a classroom pet. Make a work chart of the things to be done to keep the pet comfortable, clean, and healthy. Discuss with the children the many jobs connected with animals.
5. Discuss with the children their pets at home. Help them compare the pet at home with the pet at school. Example: What do the pets eat? What equipment is needed for the care of home pets? Where is this equipment and food purchased? Who makes it?
6. The class draws or cuts out pictures of different animals and the equipment and food needed for their care. Put these on the bulletin board.
7. Children draw pictures for a bulletin board of jobs in which animals are involved. Help the children arrange their pictures on a bulletin board.

### REFERENCES AND MATERIALS

Pet and chart

Classroom and home pets

Paper, crayons, pictures, scissors

Paper and crayons

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## LIVING THINGS (continued)

### REFERENCES AND MATERIALS

Pet and chart

Classroom and home pets

Paper, crayons, pictures, scissors

Paper and crayons

### GOAL STATEMENTS

4. Children will become acquainted with the fact that people work at jobs of caring for animals. They will be able to state three jobs that need to be done for a pet.
5. Children will learn about people who manufacture and sell goods needed for animals. They will be able to name three items manufactured for pets.
6. Children will become aware of the equipment needed by people who work with animals. They will be able to draw or cut out a picture of one animal, the food and some equipment needed for its care.
7. Children will be able to make a picture of a job involving animals.

LIVING THINGS (continued)

TEACHER APPROACH AND  
PUPIL ACTIVITIES

8. Bring in or have the children help make a simple insect collection. Display pictures of different insects on the bulletin board. Discuss with the children the uses of insects, good or bad. Help them to see the many different jobs connected with and involving insects. Example: farmer, laboratory worker, science book writer, chemical companies, etc.

REFERENCES AND MATERIALS

Insects, pictures

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## LIVING THINGS (continued)

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### REFERENCES AND MATERIALS

Insects, pictures

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oratory worker,  
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### GOAL STATEMENTS

8. They will be able to state three workers who work with insects.

## LOOKING AND LEARNING

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Prepare a science table. Children bring in items they have found on walks or while playing that interest them. Example: seed, rocks, buckeyes, leaves, insects, etc. Have several magnifying glasses available for the children to observe items.
2. Children observe and help the teacher make several simple slides using familiar materials, such as hair, insect legs, etc.
3. If static electricity is high in your room and children and teacher get shocked when moving about, have the children observe the following: When does this happen? During what kind of weather are the most shocks felt? What is the temperature? What is the humidity? Record the barometer and thermometer readings. Use the data to make a scientific conclusion.

### REFERENCES AND MATERIALS

Magnifying glasses, nature items, slides, microscope

Microscope, tweezers, slide, lights, magnifying glass, hairs, insect legs, etc.

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## LOOKING AND LEARNING

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### REFERENCES AND MATERIALS

Magnifying glasses, nature items,  
slides, microscope

Microscope, tweezers, slide, lights,  
magnifying glass, hairs, insect legs,  
etc.

### GOAL STATEMENTS

1. Children will become acquainted with some of the simplest tools used by laboratory workers.
2. Children will be able to state three tools a scientist might use.
3. Children will be able to perform simple work tasks of a scientific, problem solving nature.

## MAGNETS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Display magnets for the children to examine. Discuss ways of using magnets at home, at school, in fathers' and mothers' jobs. Let the children experiment with some of the uses of magnets at school.

### REFERENCES AND MATERIALS

#### Magnets

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## MAGNETS

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### REFERENCES AND MATERIALS

Magnets

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ways of using  
at school, in  
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iment with some  
mets at school.

### GOAL STATEMENTS

1. Children will be able to state three ways magnets can be used.

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## SCIENCE

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Class will name and the teacher will list items in their homes which were developed by scientific research. The list could include the following: toaster, refrigerator, radio, television, telephone, sweeper, sewing machine, spray cans, lamps, stove, furnace, washer, dryer, electric can opener, paper towels, etc.
2. Children will name and teacher will list items in their homes which scientific technology did not develop, such as wooden chairs and tables. Compare with list in activity 1.
3. Make bulletin board of magazine pictures related to science.

### REFERENCES AND MATERIALS

Chalkboard or chart paper

Chalkboard or chart paper

Magazines, scissors

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## SCIENCE

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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telephone, sweeper,  
ray cans, lamps,  
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r, paper towels,

Chalkboard or chart paper

1. Children will be able to list five or ten items developed by science.

and teacher will  
homes which  
gy did not develop,  
rs and tables.  
n activity 1.

Chalkboard or chart paper

2. Children will be able to understand life is more comfortable because of scientific advances.

of magazine  
science.

Magazines, scissors

3. Children will be able to recognize pictures of items developed by science.

06

107

## SOUND

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Ask a brother, sister or friend who sings and plays a guitar to perform for the children. Discuss the different jobs this person might eventually do.
2. Discuss the ways sounds and objects that make sounds help people in their work, such as fireman - siren, gym teacher - whistle, teacher - bells, policeman - whistle, etc.
3. Discuss with children sounds that are present in different jobs. Let them describe what sounds they might hear if they were a truck driver, pilot, nurse, etc.
4. Using a stethoscope, let the children experiment listening to each others lungs.
5. Blow a whistle - discuss with the children the sounds and how whistles are used by the following workers: gym teacher, policeman, dog trainer, teacher, etc.

Volunteer with guitar

Stethoscope

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## SOUND

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### REFERENCES AND MATERIALS

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etc.

### GOAL STATEMENTS

1. Children will be able to state two jobs the performer could do.
2. Children will be able to state two jobs and their individual sounds.
3. Children will be able to choose a job, then state three things they would hear while doing the job, or the children could draw a picture to demonstrate their understanding.
4. Children will have first hand experience in using an instrument used by a doctor.
5. Children will be able to state at least two jobs in which the worker uses a whistle.

## WHEELS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. Collect pictures of wheels and the ways they are used. Workers use machinery with wheels.
2. Examine toys with wheels and explain that it is the wheel and the axle that help the toys move. Many machines have wheels and axles.
3. Discuss the household items that have wheels which mother uses in her job of caring for home and family. Examples: clock, sweeper, washer, lawnmower, car, saw, can opener, TV dials, door knob, lamp, etc.
4. Then children will draw or cut out pictures of the wheels mother uses, wheels father uses, and wheels children use. Make a bulletin board display of the children's pictures.

### REFERENCES AND MATERIALS

#### Pictures

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Paper, crayons, scissors,  
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## WHEELS

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

wheels and  
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Pictures

1. Children will be able to collect and record some of their learning about how wheels and work are related.

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the wheel  
help the toys  
as have wheels

Toys

2. Children will learn about the importance of wheels to jobs with which they are familiar. They will be able to draw a picture of two toys with wheels, and a picture of two machines having wheels and axles.

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3. Children will be able to draw three items having wheels that mother uses.

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Paper, crayons, scissors,  
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4. Children will be able to see the many ways wheels are important in jobs.

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# **GRADE 1 — SOCIAL STUDIES**

112



## BLACK HISTORY

OBJECTIVES:

1. Keeping in mind the objectives and purpose as stated in Families In Our City, the social studies resource unit developed under an HEW grant to the Youngstown Public Schools, this unit is a small beginning toward helping all children become aware of contributions made to society by black people.

CONCEPTS:

1. Some people made great contributions to society through hard work.
2. Work in entertainment, sports, science, the arts and politics contributes to all.

## BLACK HISTORY

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Read or tell the story of Marian Anderson. Help them see that with perseverance and hard work in school and with the development of her talent, she was able to improve her own living and to contribute to all.
2. Discuss the many jobs and workers who helped Marian Anderson achieve success.
3. Discuss with the children different social economic levels and racial obstacles found in American society.
4. Read or tell the background and life of Jackie Robinson. Help the children to see through discussion and comparison how Jackie Robinson achieved fame and personal satisfaction.
5. Discuss the sport of baseball with the children. Lead the children to a discussion of the many workers needed to keep a baseball team functioning, such as ticket taker, water boy, coach, concession worker, traffic police, etc.

Picture of Marian Anderson to color, short biography of the life and achievements of Marian Anderson

Picture of Jackie Robinson to color, short biography of the life, background, and achievements of Jackie Robinson

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## BLACK HISTORY

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concession worker,

### REFERENCES AND MATERIALS

Picture of Marian Anderson to color,  
short biography of the life and  
achievements of Marian Anderson

Picture of Jackie Robinson to color,  
short biography of the life, back-  
ground, and achievements of Jackie  
Robinson

### GOAL STATEMENTS

1. Children will learn that their work in school is important and can contribute to later success in life.
2. Children will be able to draw a picture of one person who helped Miss Anderson achieve her success.
3. Children will be able to realize that there are differences in economic levels; but, through hard work, greater personal comfort and satisfaction can be obtained.
4. Children will be able to realize that a hobby in childhood can become a life work.
5. Children will learn about the different workers needed in the sports field. They will be able to draw a picture of one of the additional workers at a ball game.

## BLACK HISTORY (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

6. Read or tell the children of the background and life of Louis Armstrong. Lead the children in a discussion of how his interests led to his life work and how he was able to achieve personal success and dignity for himself and others.
7. Discuss some of the workers who, by the performance of their jobs, contributed to Louis Armstrong's success.
8. Read or tell the story of George Washington Carver. Lead the children to a discussion and realization of how the work and perserverance of George Washington Carver changed his life and led to dignity and work for others.
9. Discuss the tasks of scientists and laboratory workers and the many jobs related to this field.
10. Read or tell the story of Dr. Martin Luther King, Jr. Discuss with the children his contributions to black and white people.
11. As each person in this unit is studied, help the children compose a three or four line story about that person. Print on the board for the children to copy. Help the

### REFERENCES AND MATERIALS

Picture of Louis Armstrong to color, short biography of life and achievements of Louis "Satchmo" Armstrong

Picture of George Washington Carver to color, short biography of background and contributions to the world by George Washington Carver

Picture of Dr. Martin Luther King, Jr. to color, short biography, background, achievement and philosophy of Dr. King

Chalk, chalkboard, paper, pencils

## BLACK HISTORY (continued)

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### REFERENCES AND MATERIALS

Picture of Louis Armstrong to color,  
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Picture of George Washington Carver  
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world by George Washington Carver

Picture of Dr. Martin Luther King,  
Jr. to color, short biography, back-  
ground, achievement and philosophy  
of Dr. King

Chalk, chalkboard, paper, pencils

### GOAL STATEMENTS

6. Children will learn that a hobby of special interest can develop into the work of an adult. They will be able to state a hobby Mr. Armstrong had that developed into his life's work.
7. Children will learn how jobs in the entertainment field depend on one another.
8. Children will be able to show their understanding of some of George Washington Carver's work by drawing a picture of some of the items he would have worked with in his laboratory.
9. Children will become aware of how the contribution of one person created jobs for others.
10. Children will become aware of how the work of public figures can influence attitudes and behavior of others.
11. Children will be able to complete the tasks of copying the stories and assembling their books.

## BLACK HISTORY (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

children assemble the stories  
and pictures into a book.

12. Read or tell the children the  
story of Ralph Bunche.
13. Discuss how the United Nations  
tries to achieve fairness and  
help for all the world's people.  
One phase is UNICEF.
14. Help the children discuss the  
work and workers needed to  
achieve peace.

### REFERENCES AND MATERIALS

Picture to color of Ralph Bunche,  
short biography of life and  
accomplishments of Ralph Bunche

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## BLACK HISTORY (continued)

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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Picture to color of Ralph Bunche,  
short biography of life and  
accomplishments of Ralph Bunche

12. Children will be able to realize  
that people of the world work  
at keeping peace.

13. Children will learn about the  
work done by people to help  
maintain peace in the world.

14. Children will be able to see  
that the job of achieving world  
peace needs the cooperation and  
work of everyone. Children will  
be able to learn about the many  
jobs and workers related to this  
goal.



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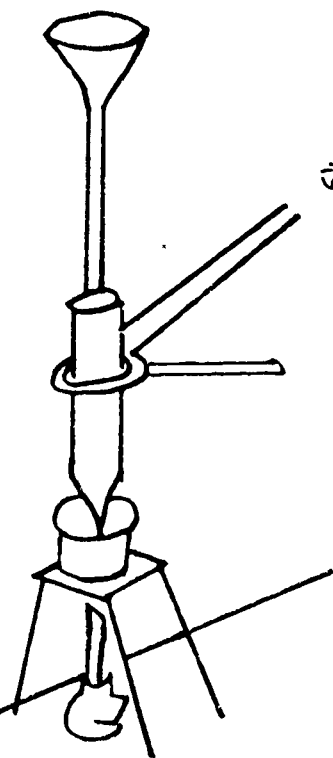
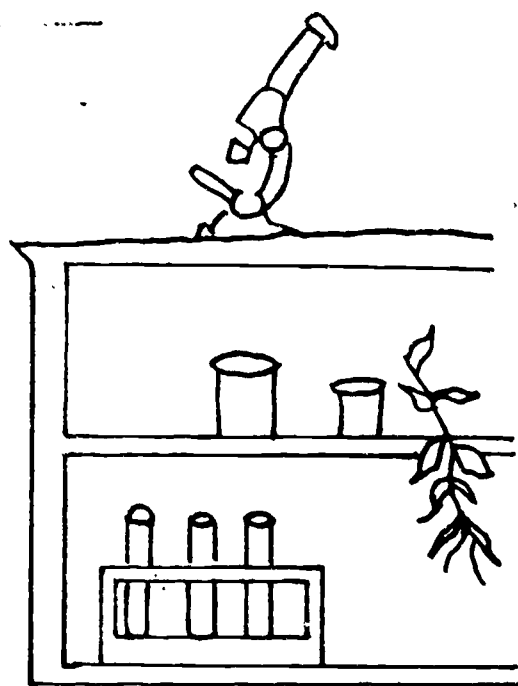
Marian Anderson





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Rev. Dr. Martin Luther King, Jr.



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423

Jackie Robinson



Louis "Satchmo" Armstrong



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Ralph Bunche

## COMMUNITY

OBJECTIVES:

1. To create an appreciation of workers who build homes.
2. To develop an awareness of the many different kinds of jobs related to construction.

CONCEPTS:

1. People live in many different kinds of shelters.
2. Construction of a shelter means using different materials and workers who know how to use the materials.

## COMMUNITY

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. After a unit of discussion on community helpers, give children a puzzle of a worker to cut out, assemble, paste on colored paper, and color.
2. Help them compose a short sentence about each worker and print on board for them to copy. Help children assemble their stories and pictures into a class or individual book to use as a record of "Workers We Know."

### REFERENCES AND MATERIALS

Puzzle of worker, crayons, paste, scissors

Chalkboard, writing paper

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2. Child  
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## COMMUNITY

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

Lesson on  
help children  
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colored paper,

Puzzle of worker, crayons, paste,  
scissors

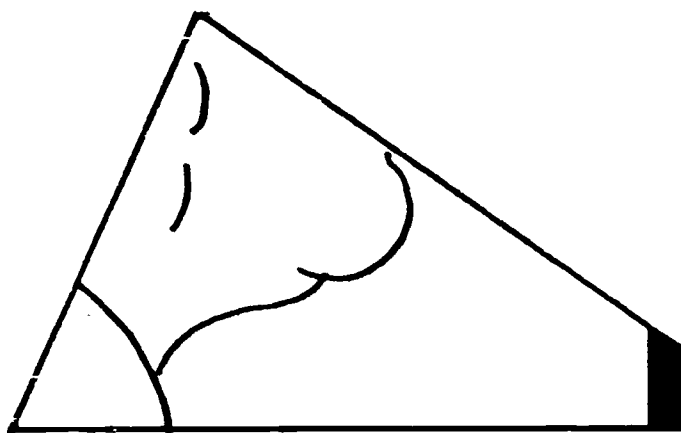
1. Children will have the opportunity to practice some skills while working with picture of a worker. Children will be able to recognize the worker.

Short sentence  
print on board  
help children  
and pictures  
individual book to  
"Workers We Know."

Chalkboard, writing paper

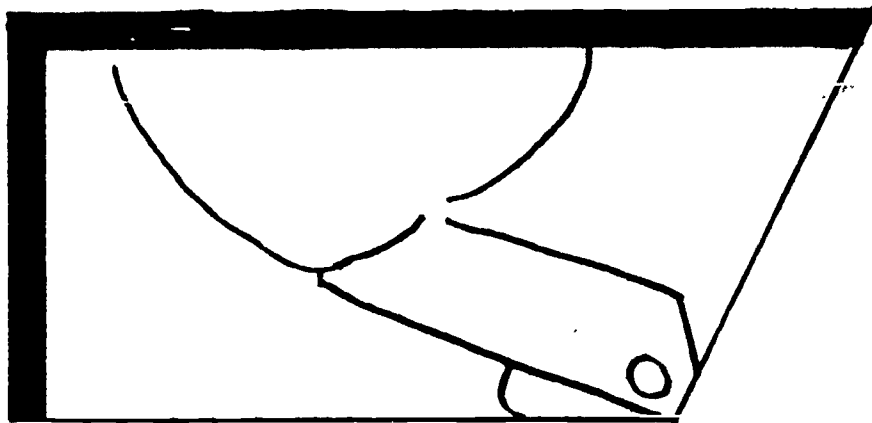
2. Children will have an opportunity to assemble materials on workers they have studied.



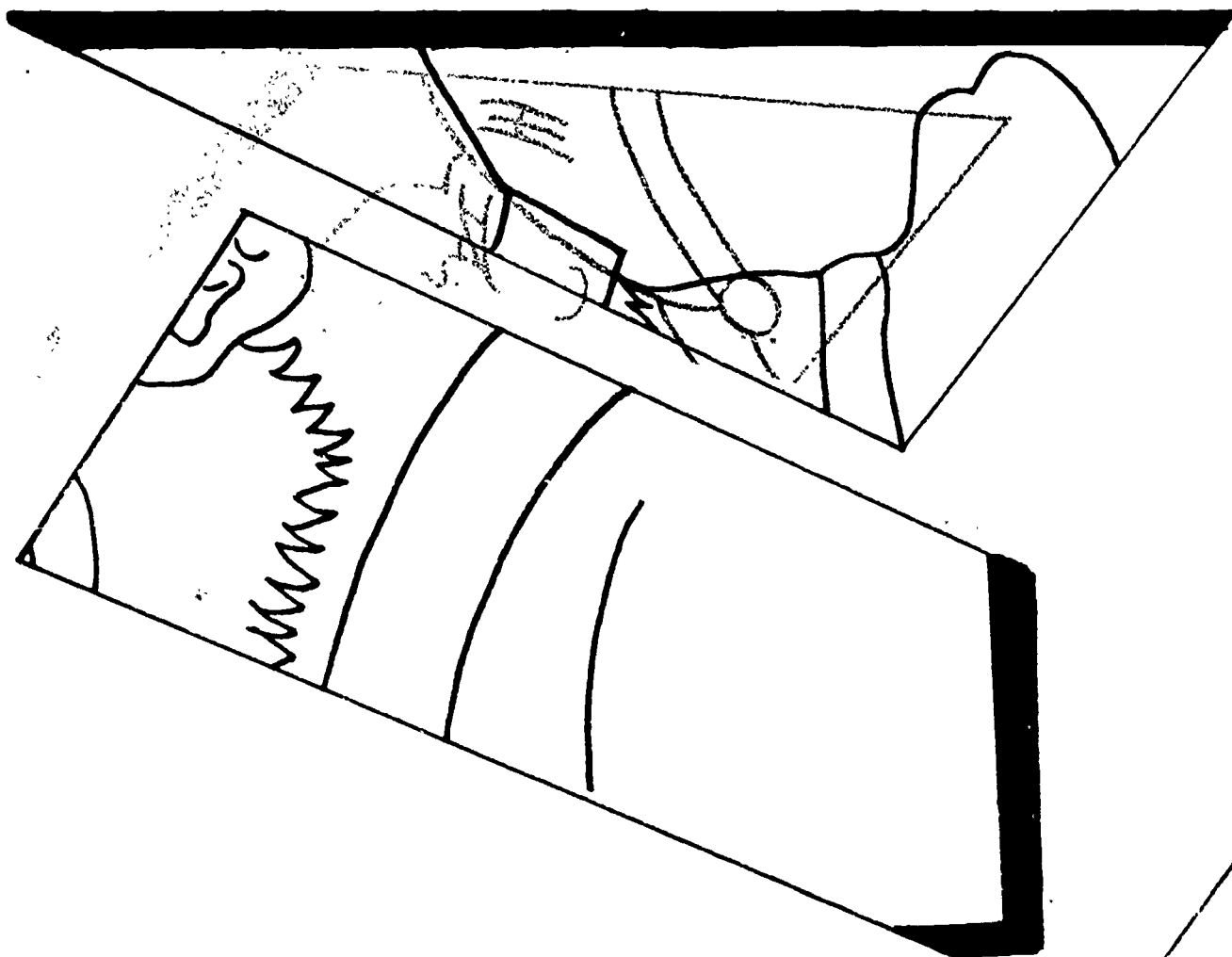


This worker helps  
traffic. He helps  
keep people safe,  
too. If you are  
lost he will help  
you find your way  
home.

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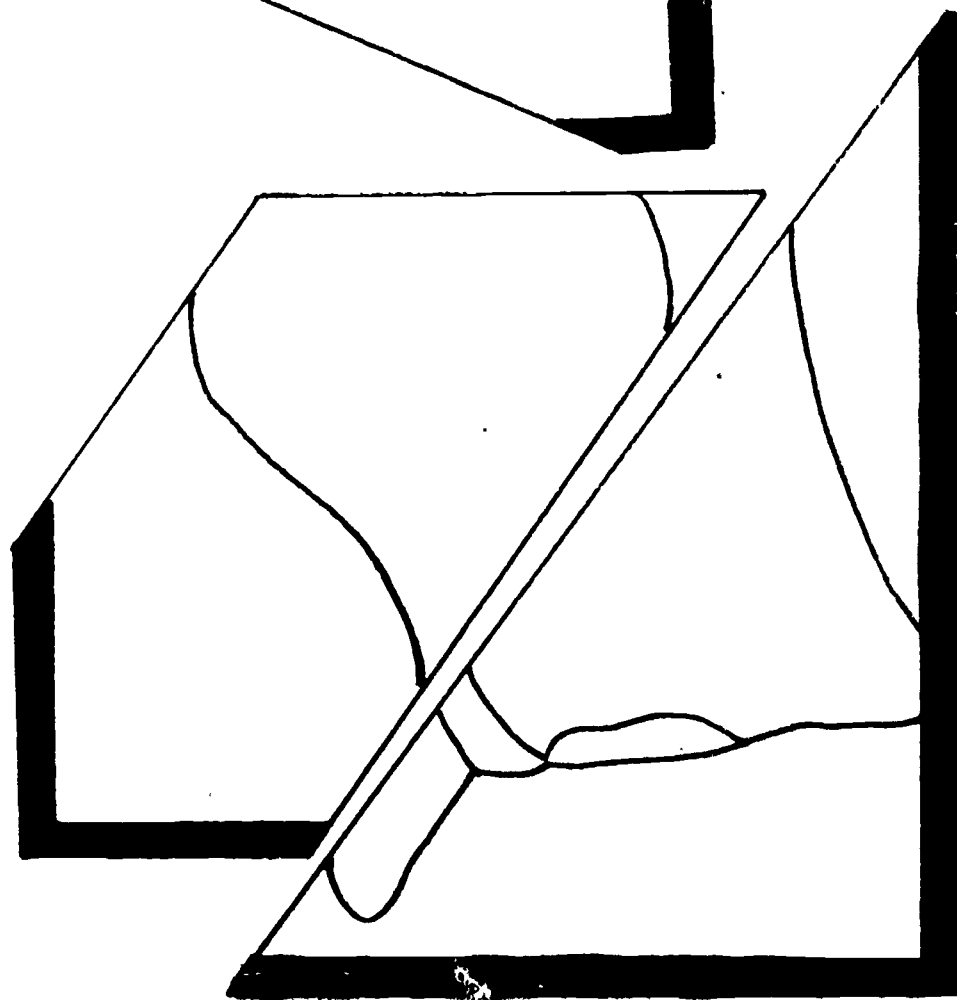


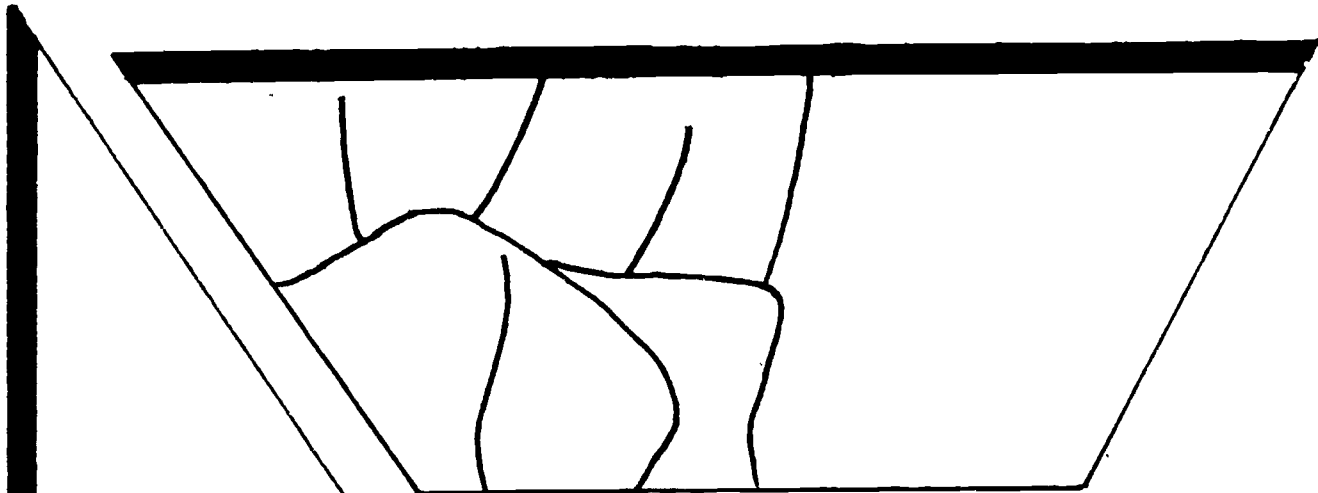
(page one of two.)



Worker who helps  
traffic.

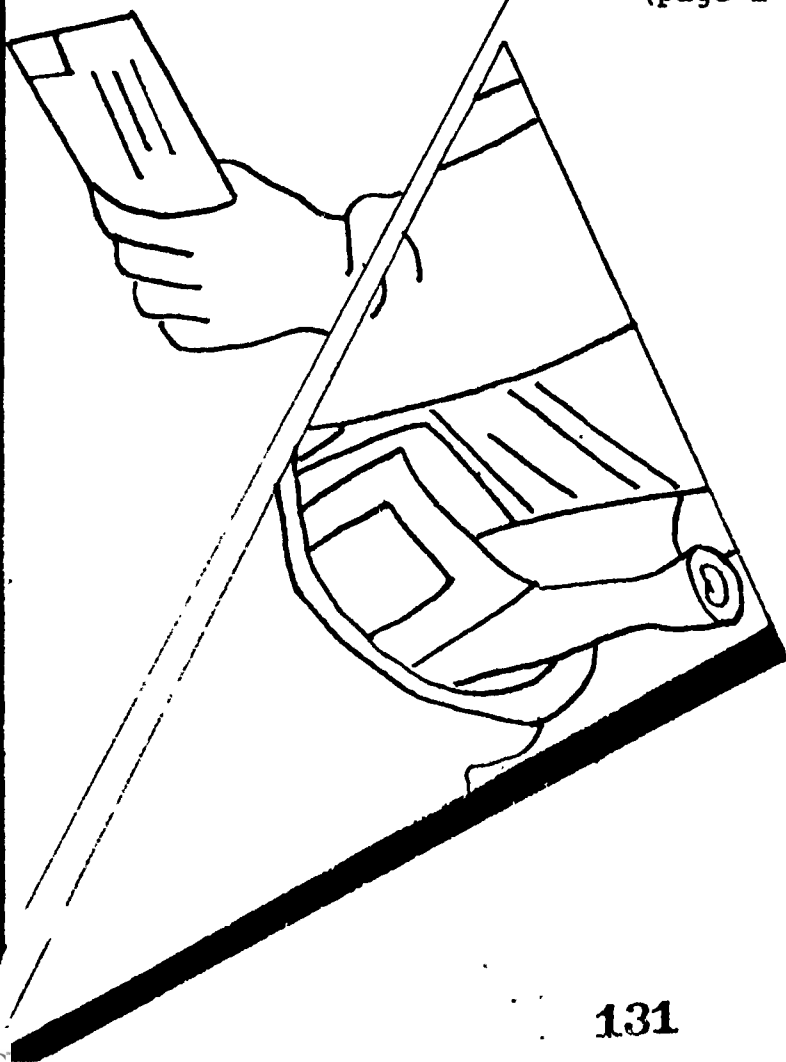
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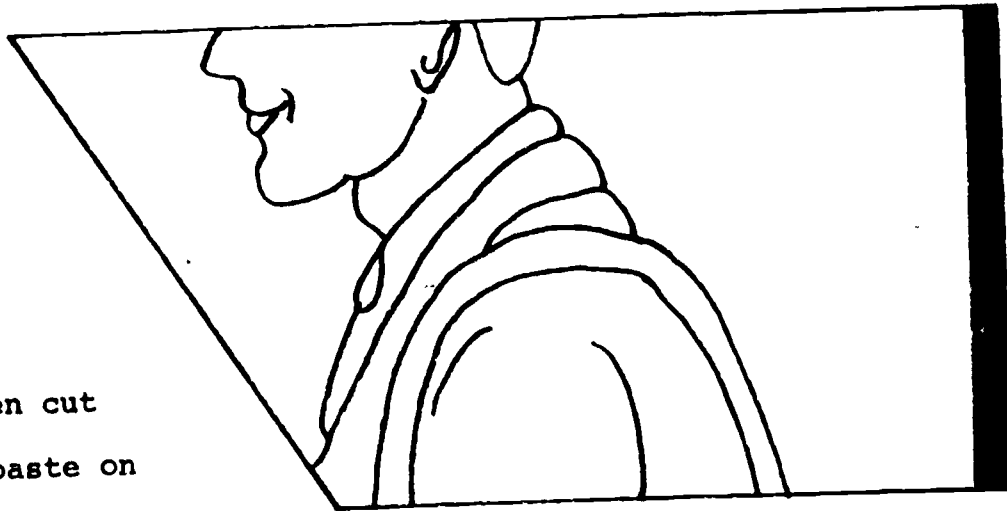


This worker brings  
the mail.

(page 1 of 2)

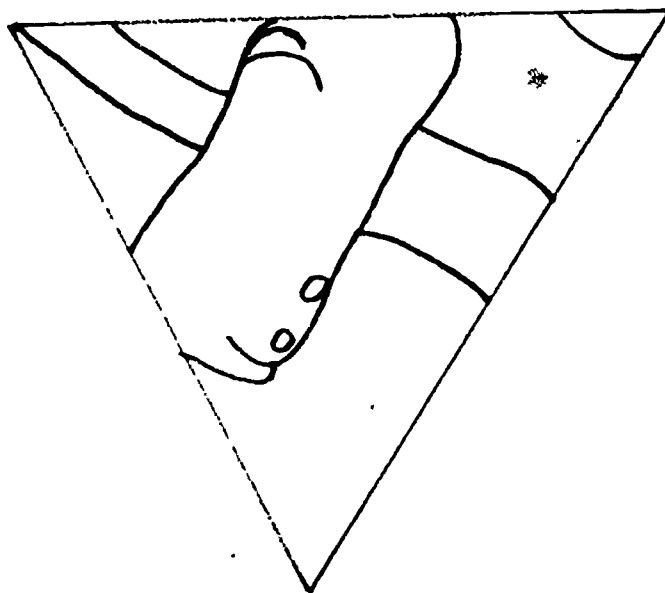


Puzzle of Worker who brings the mail.



Have children cut  
out - then paste on  
construction paper  
to have a picture.  
Can be colored.  
Display on bulletin  
board.

(page 2 of 2)



## SHELTER

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

1. Children bring magazine picture of family members doing various jobs at home. Put on bulletin board: "Families Work."
2. Group of children may build tent homes by draping blankets over chairs to depict workers who put up tents for homes.
3. Use styrofoam blocks to demonstrate how Eskimo workers build igloos.
4. Make a mural of an Eskimo igloo, let the children attach pictures or drawings of work Eskimos do, such as hunting, fishing, preparing and selling skins, carving, and carpentry.
5. After a speaker from a plumbing firm talks with the children about his tools and explains his job, the class can draw pictures of something a plumber could do in the child's home. Pantomime a plumber using his tools.
6. Make a bulletin board of children's work related to what they learned from the plumber.

Bulletin board, pictures, scissors

Blankets, chairs

Styrofoam blocks

Mural paper, paint or crayons, drawings or magazine pictures

Paper, paint or crayons

Bulletin board, children's stories, letters, pictures

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## SHELTER

### REFERENCES AND MATERIALS

### GOAL STATEMENTS

the picture  
of various  
bulletin  
boards.

Bulletin board, pictures, scissors

1. Children will be able to broaden their ideas of workers and jobs performed in the house.

build tent  
sets over  
workers who  
live there.

Blankets, chairs

2. Children will learn that different materials are needed to construct a shelter.

to demon-  
strate build

Styrofoam blocks

3. Children will be able to realize that people working at their jobs are making a living for themselves in addition to providing a service.

make igloo,  
with pictures  
of Eskimos do,  
drawing, pre-  
sentations, carving,

Mural paper, paint or crayons,  
drawings or magazine pictures

4. Children will learn that people need different kinds of shelters in different climates. They will learn that because of climatic conditions building materials must be able to withstand varying weather conditions.

plumbing  
children about  
his job, the  
importance of something  
the child's  
plumber using his

Paper, paint or crayons

5. Children will learn that many jobs are specialized and require special tools. They will be able to draw a picture of two tools a plumber uses.

of children's  
they learned

Bulletin board, children's stories,  
letters, pictures

6. Children will understand more clearly the importance of a plumber.

## SHELTER (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

7. Base class discussions on various neighborhood activities concerned with shelter, such as remodeling of homes or buildings, new construction, removal of old buildings, driveway installation, etc.
8. Individual children pantomime different ways people earn a living. The rest of the class guesses the kind of work being dramatized.

### REFERENCES AND MATERIALS

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## SHELTER (continued)

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### REFERENCES AND MATERIALS

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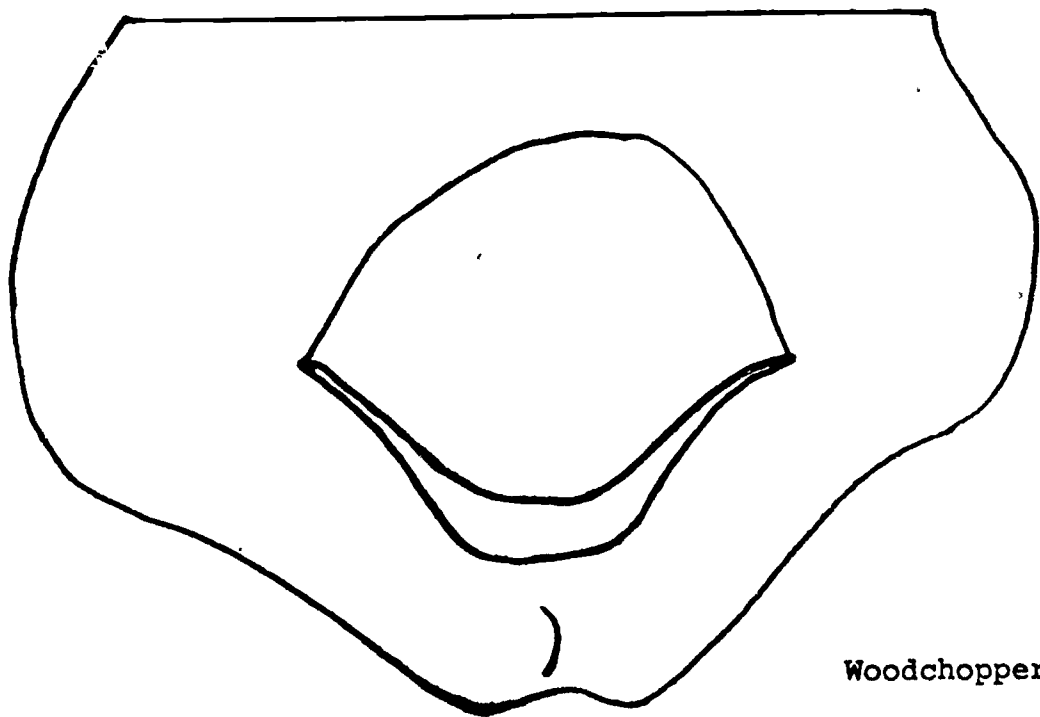
### GOAL STATEMENTS

7. Children will become aware of neighborhood construction and changes.
8. Children will be able to pantomime or guess.

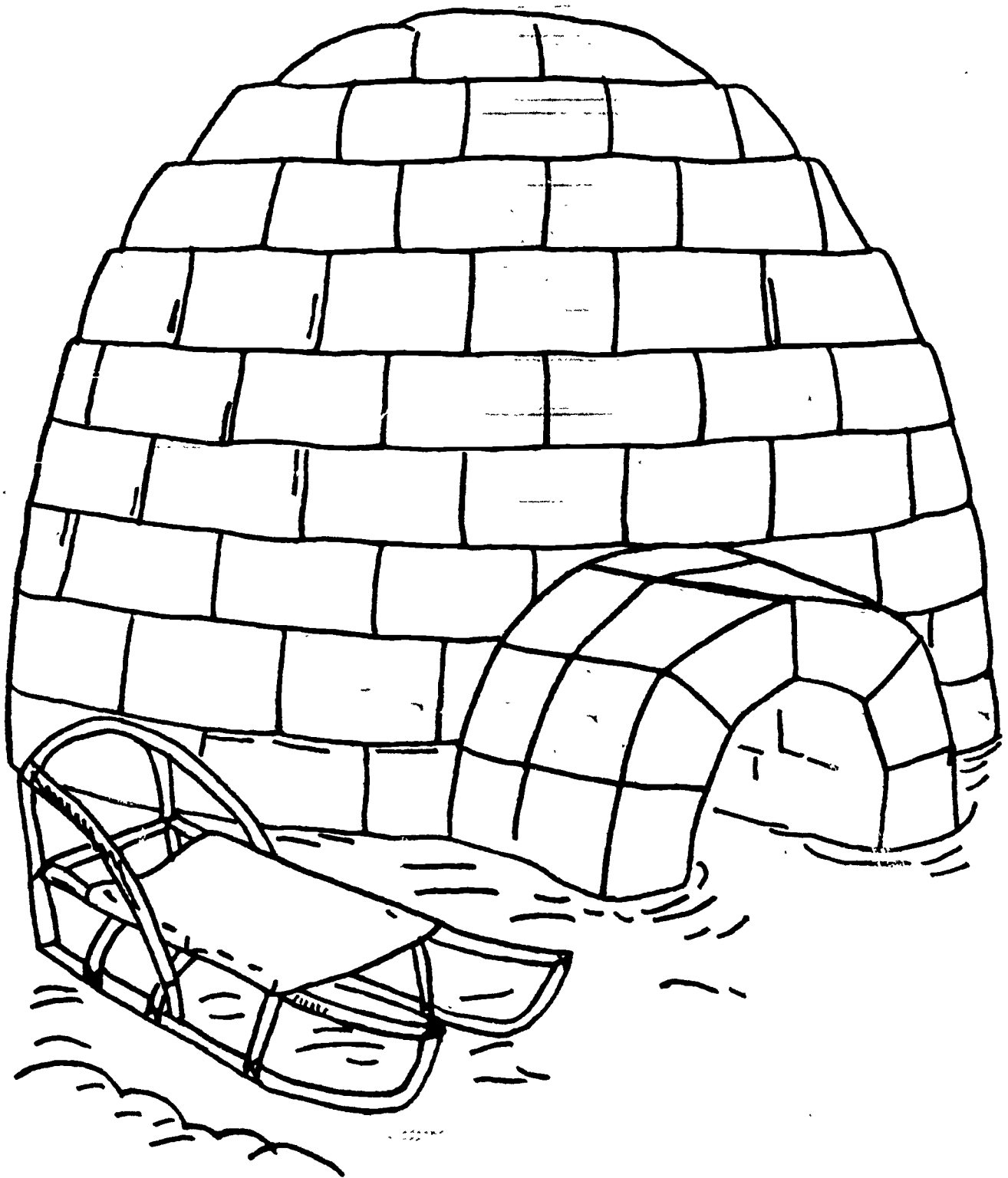




76



Woodchopper



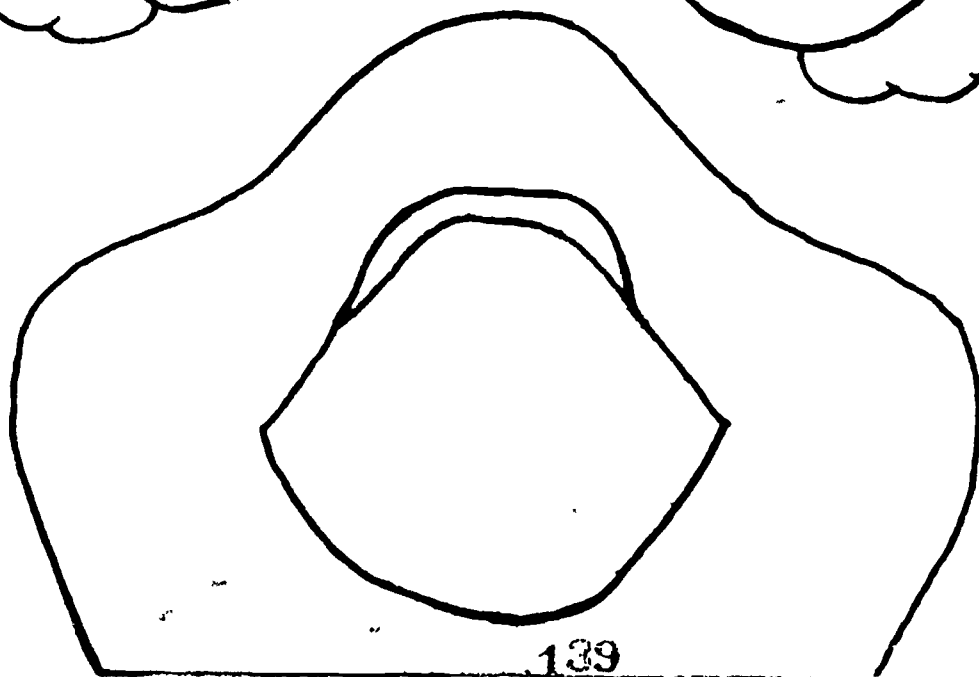
See the funny house.

It is called an igloo.

The Eskimo lives in an igloo.



78



Eskimo

CAREER MOTIVATION      GRADE 1      SOCIAL STUDIES  
SPECIAL HOLIDAY UNIT

OBJECTIVES:

1. To create an appreciation of national holidays.
2. To develop an awareness of the historical background of holidays and of the many jobs that are related to the recognition of such days.

CONCEPTS:

1. People celebrate or recognize certain special days throughout the year.
2. Special days are recognized and celebrated in a variety of ways.
3. Some people have special jobs or work for these holidays.

## HOLIDAYS

### TEACHER APPROACH AND PUPIL ACTIVITIES

1. On Columbus Day discuss the explorations of Columbus. Elicit the importance of working as an explorer. Have children tell what different work the members of the Columbus expedition might have done. Help children see the parallel of Columbus and space exploration.
2. On George Washington's birthday tell and discuss the work that Washington did as president and as a military man.
3. On Abraham Lincoln's birthday read the story of his childhood. Describe the work Lincoln and his family did. Have children relate it to their life now.
4. On Thomas A. Edison's birthday read or tell children the story of Edison's life and of his inventions. Help children to relate his inventions to their own lives.

### REFERENCES AND MATERIALS

Have a Columbus ditto for the children to color

Ditto for children to color

Have a ditto for the children to color

1. Child that cont will many ledg serv
2. Child stan becom work
3. Child that for the and chan will of c or m
4. Child that imag and for able item room made

## HOLIDAYS

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

Discuss the  
Columbus.  
The life of working  
people and children  
who work the  
Columbus expedi-  
tion. Help  
children understand the  
parallel of  
exploration.

Lincoln's birthday  
and work that  
President and

Lincoln's birthday  
and his childhood.  
Lincoln and  
how children  
live now.

Lincoln's birthday  
and the story  
of his  
children to  
lead to their

Have a Columbus ditto for the children  
to color

Ditto for children to color

Have a ditto for the children to  
color

1. Children will be able to realize that people worked long ago and continue to work today. They will learn that work is done for many reasons, to broaden knowledge, earn a living, provide services, etc.
2. Children will be able to understand that many famous people became famous because of their work for the nation.
3. Children will be able to realize that people have always worked for food, clothing, shelter and the special things they desire and that the work and jobs have changed over the years. They will be able to draw a picture of one job Lincoln did as a boy or man.
4. Children will be able to realize that the inventions of some imaginative people have made life and work easier and more pleasant for people now. They will be able to draw a picture of two items in their homes or school-room that Edison's inventions made possible.

## HOLIDAYS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

5. For Memorial Day, explain to the children the reason for celebrating it. Discuss the work of soldiers, sailors, marines, and all armed services personnel in protecting our country.
6. Have a soldier, sailor or veteran describe his work to the children, keeping in mind their tender years.
7. Make a mural about the workers in the armed forces.
8. Make Christmas cookies in the classroom. Select cookie recipe with class. Make baker hats for each child. Children may mix the dough, roll and cut the cookies, place them on a cookie sheet, and bake them in the school oven.
9. Make Christmas cards for parents. Discuss buying cards at a store and the workers needed to make the cards. Point out job similarities of commercial card makers and children making their cards in classroom. Display samples of commercial cards for children to examine.

- Ditto of flag, a soldier, a sailor for the children to color
- Have a ditto of a soldier or sailor to color
- Mural paper, pictures of soldiers or sailors to paste to the mural paper.
- Ingredients for making cookies, cooking utensil, available oven
- Construction paper, scissors, crayons, paste

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## HOLIDAYS (continued)

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

plain to the  
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the work of  
marines, and  
personnel in  
y.

Ditto of flag, a soldier, a sailor  
for the children to color

5. Children will learn about the work of the armed forces and their importance. They will be able to draw or color a picture of some activity related to Memorial Day.

or or veteran  
the children,  
r tender years.

Have a ditto of a soldier or sailor  
to color

6. Children will gain first hand experience in meeting and listening to a member of the armed forces.

the workers in

Mural paper, pictures of soldiers  
or sailors to paste to the mural  
paper.

7. Children will be able to organize their ideas of the armed forces and of the importance of their work.

as in the  
ookie recipe  
ker hats for  
n may mix  
cut the  
on a cookie  
in the

Ingredients for making cookies,  
cooking utensil, available oven

8. Children will gain first hand experience in the tools needed, materials required, and effort involved in one of mother's jobs.

for parents.  
at a store  
ed to make the  
o similarities  
akers and  
r cards in  
samples of  
child

Construction paper, scissors,  
crayons, paste

9. Children can list the work tasks of card makers.

143

144



## HOLIDAYS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

- |   |                                   |            |   |
|---|-----------------------------------|------------|---|
| <p>10. Do a similar project at Easter and see how much children recall of jobs and workers.</p>   | <p>Sample of commercial cards</p> | <p>10.</p> | <p>Chil<br/>of</p>                              |
| <p>11. Independence Day is seldom understood by primary - elementary children. Tell the story of the Declaration of Independence. A suggested time slot for this could be in February before or after President's Day, with one or two reminders at the end of the school year. The workers involved could be mentioned. The celebration of this day could be described and the workers related to armed forces parades and to family picnics. Dittos of a flag and a celebration could be planned.</p> |                                   | <p>11.</p> | <p>Chil<br/>Inde<br/>and</p>                    |
| <p>12. After the holiday unit is completed, help children assemble all their pictures and stories into a little <u>Holidays I Know About Book</u>.</p>  | <p>Dittos of holidays</p>         | <p>12.</p> | <p>Chil<br/>and<br/>lear<br/>the</p>            |
| <p>13. Holidays are superb for bringing in workers. During Christmas Santa's job can be discussed and at Easter the Easter Bunny.</p>   |                                   | <p>13.</p> | <p>Chil<br/>thei<br/>and<br/>cont</p>           |
| <p>14. Before a party, clean desks and tidy up the room. This is similar to mother's and teacher's jobs when company is expected. Later relate that activity to school, factory, office, and</p>  |                                   | <p>14.</p> | <p>Chil<br/>that<br/>pate<br/>tion<br/>enjo</p> |

## HOLIDAYS (continued)

AND  
IES

### REFERENCES AND MATERIALS

### GOAL STATEMENTS

at Easter  
children  
workers.

Sample of commercial cards

10. Children can list the work tasks of card makers.

seldom under-  
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story of the  
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d of the school  
involved could  
celebration of  
scribed and  
to armed forces  
y picnics.  
a celebration

11. Children will learn about Independence Day and the workers and jobs related to it.

it is completed,  
le all their  
into a little  
t Book.

Dittos of holidays

12. Children will be able to organize and communicate what they have learned about special days and the jobs involved.

for bringing  
Christmas  
discussed and  
Bunny.

13. Children will be able to tell their ideas of workers and jobs and how much pleasure workers contribute to the holidays.

n desks and  
his is  
and teacher's  
expected.  
tivity to  
ice, and

14. Children will be able to realize that work is necessary to participate in fun and that the cooperation of everyone adds to the enjoyment of all.

## HOLIDAYS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

super market maintenance.

15. Passing out treats at a party is similar to serving in a restaurant. (Have waitresses' hats for children to wear in turns.)
16. After the party comes the cleaning up.
17. Parades and workers involved. Movie - Discuss Macy's parade at Thanksgiving, the organizers, jobs making floats, making big balloon figures, etc. Discuss the policeman's job in parades.
18. Make a mural of a parade.
19. Have children play the parts of various workers in a parade.
20. Use workers portrayed in News Pilot or Weekly Reader. Discuss the workers and their jobs.
21. Watch television news broadcasts and discuss the various jobs and workers.

Paper waitresses' hats made from construction paper

Buckets, sponges, paper towels

Movie: "Anatomy of a Parade"

Mural or bulletin board, paper, crayons

Classroom Weekly Reader

147 TV

148

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19. Child ness invo

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## HOLIDAYS (continued)

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### REFERENCES AND MATERIALS

### GOAL STATEMENTS

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waitresses'  
o wear in

Paper waitresses' hats made from  
construction paper

15. Children will gain the experience  
of a specific job.

be the

Buckets, sponges, paper towels

16. Children will be able to see how  
different jobs and workers are  
necessary to keep their school  
room in good condition.

involved.  
's parade  
organizers,  
making big  
. Discuss  
in parades.

Movie: "Anatomy of a Parade"

17. Children will broaden their under-  
standing of the many workers  
devoted to the entertainment field.  
They will show their understanding  
by drawing a picture of a parade.

ade.

Mural or bulletin board, paper,  
crayons

18. Children will gain a deeper aware-  
ness of the workers and work  
involved.

he parts of  
parade.

19. Children will gain a deeper aware-  
ness of the workers and work  
involved in a parade.

d in News  
er. Dis-  
their jobs.

Classroom Weekly Reader

20. Children will learn of the rele-  
vancy of the working person as  
he sees and learns about them in  
the weekly paper.

roadcasts  
jobs and

147 TV

148

21. Children will see and realize that  
workers are doing their jobs  
everywhere.

## HOLIDAYS (continued)

### TEACHER APPROACH AND PUPIL ACTIVITIES

### REFERENCES AND MATERIALS

22. Bring in or have the class bring in pictures of workers from the daily newspaper or from magazines. Discuss and pantomime some of the jobs.
23. Make paper bag puppets of some of the workers for short skits.

Daily newspaper and or magazines

Ditto of a worker, paper bags, scissors, paste, crayons

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23. Chi  
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## HOLIDAYS (continued)

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art skits. ...

### REFERENCES AND MATERIALS

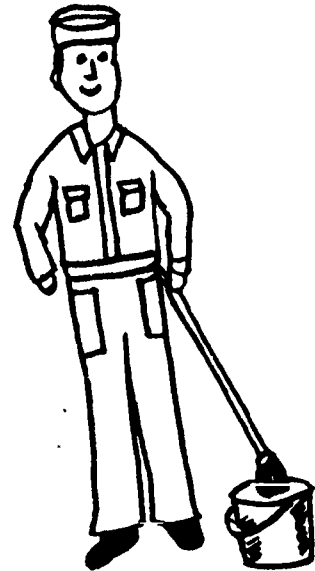
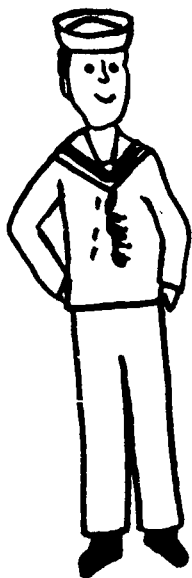
Daily newspaper and or magazines

Ditto of a worker, paper bags,  
scissors, paste, crayons

### GOAL STATEMENTS

22. Children will be able to show their understanding of the jobs discussed.
23. Children will be able to participate and show their understanding of the jobs discussed.

150



In winter the sailor wears a dark blue suit.

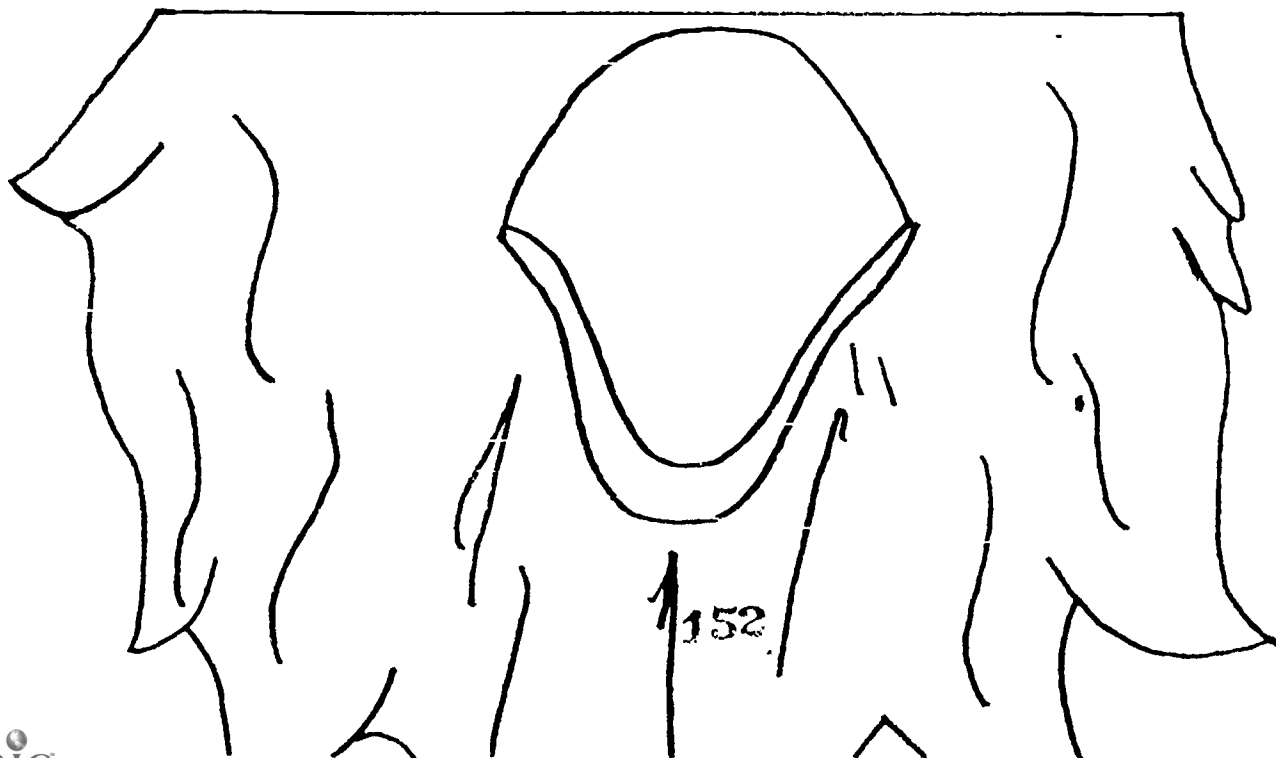
In the summer he wears a white suit.

For heavy work he wears a light blue work suit.

Santa Claus

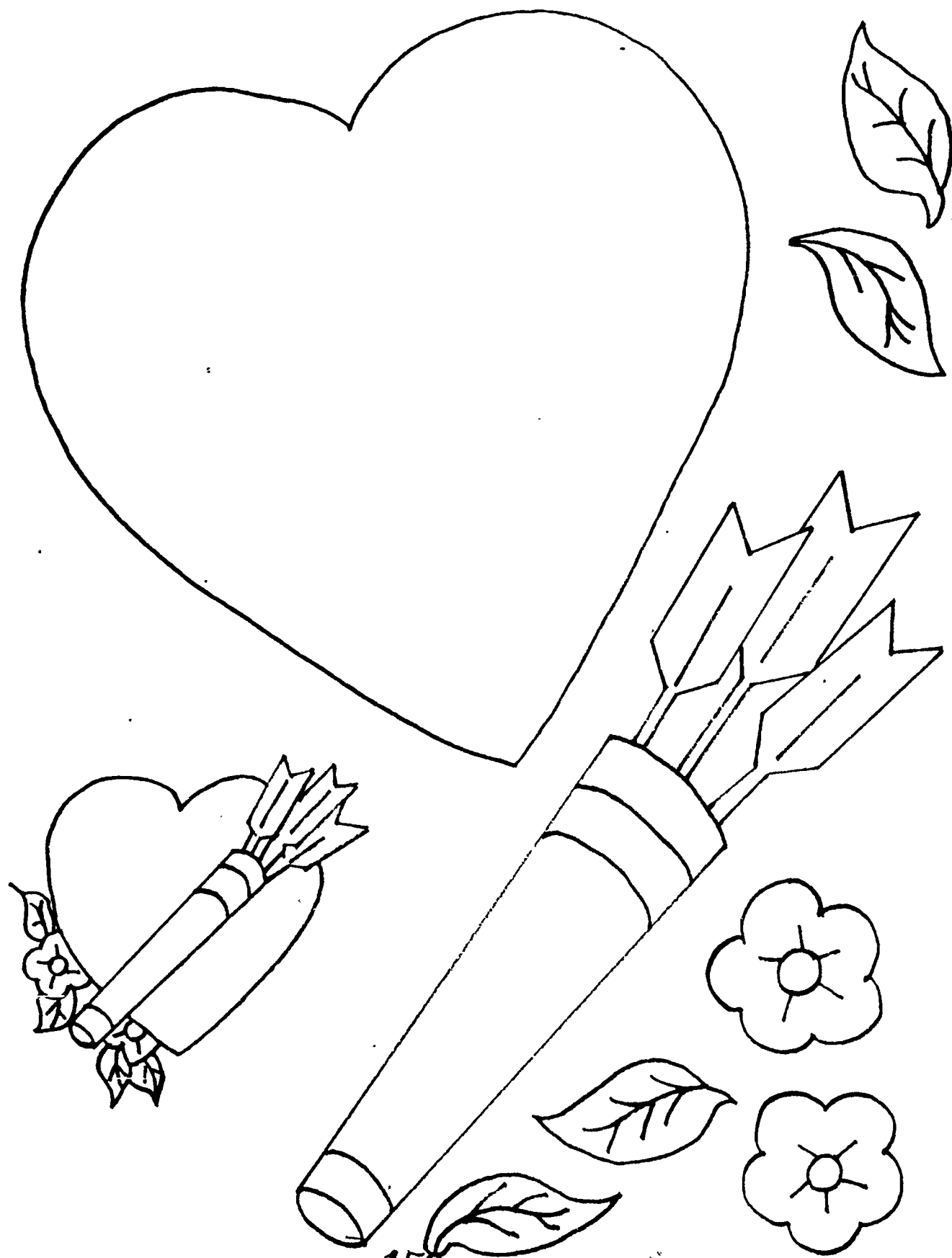


86



152



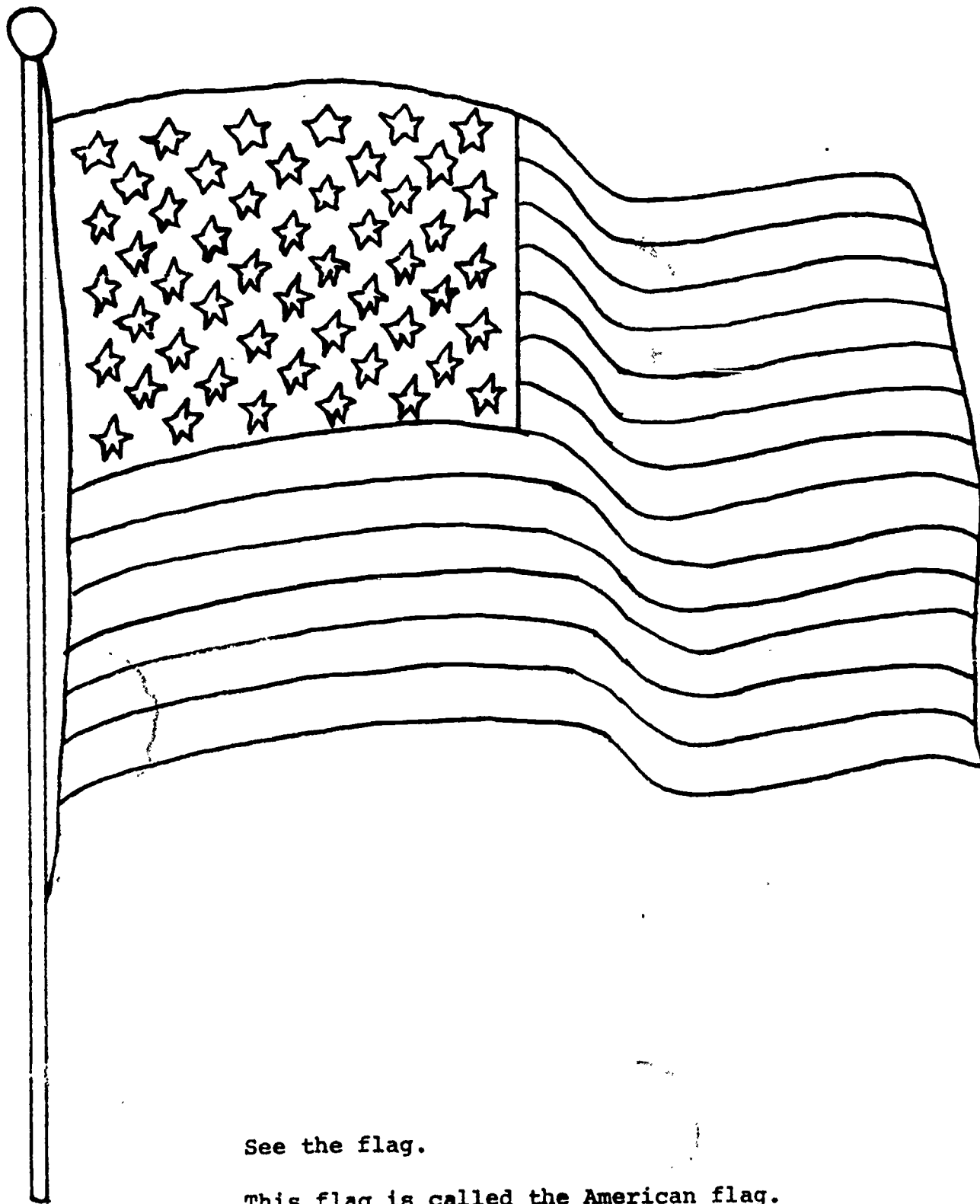






Mrs. Easter Rabbit paints the eggs.

Color four Easter eggs.



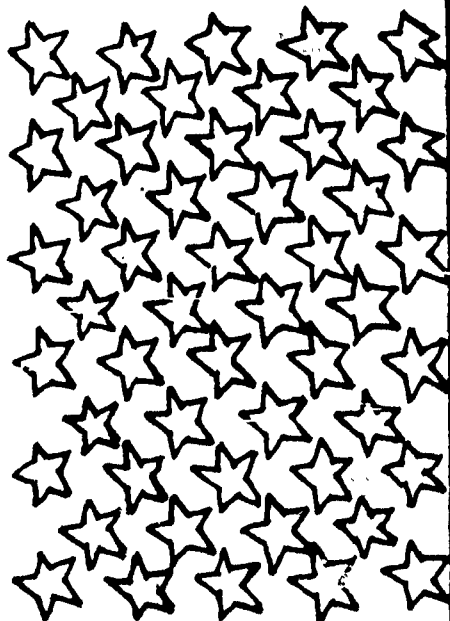
See the flag.

This flag is called the American flag.

It is red, white, and blue.


Tom and Betty said, "We love our flag. We will be careful and make this look pretty."

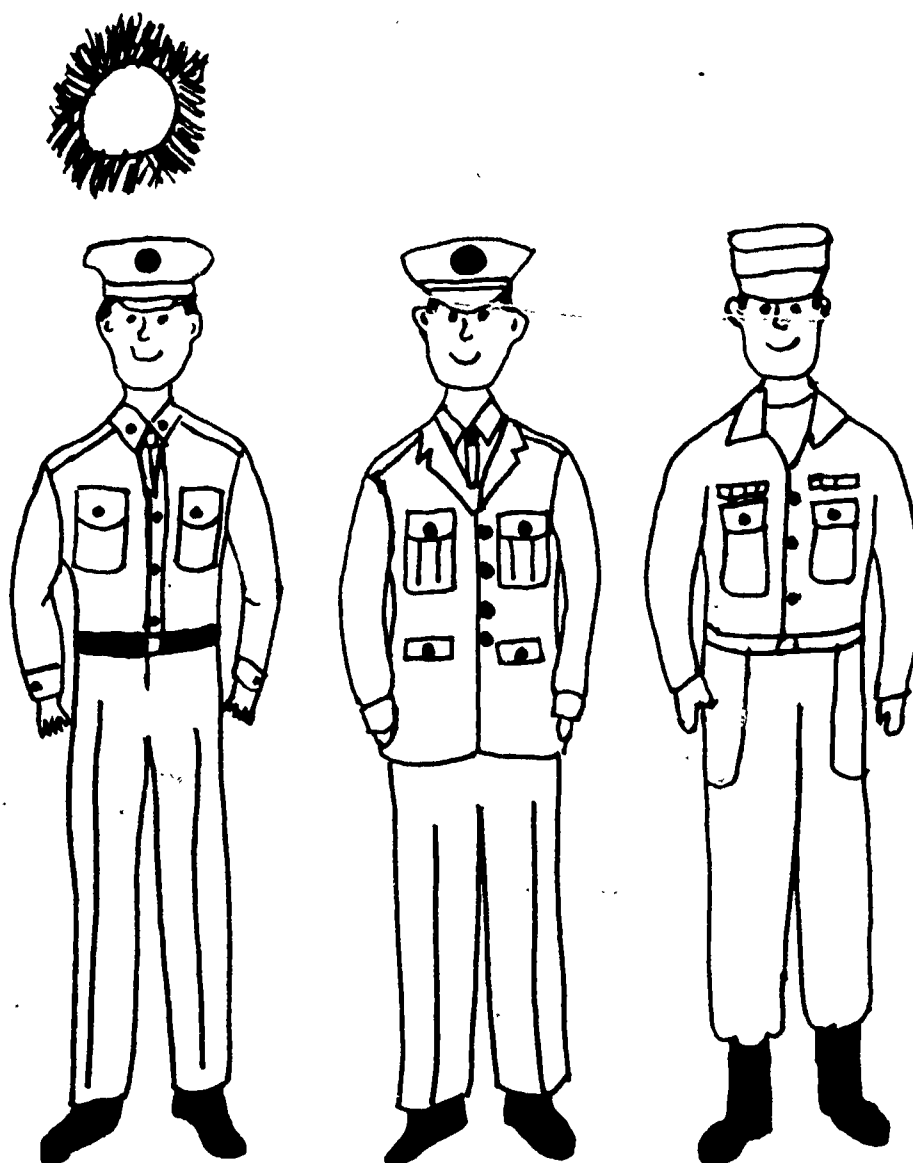
1	
A	
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C	
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D	
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E	
6	
F	
7	



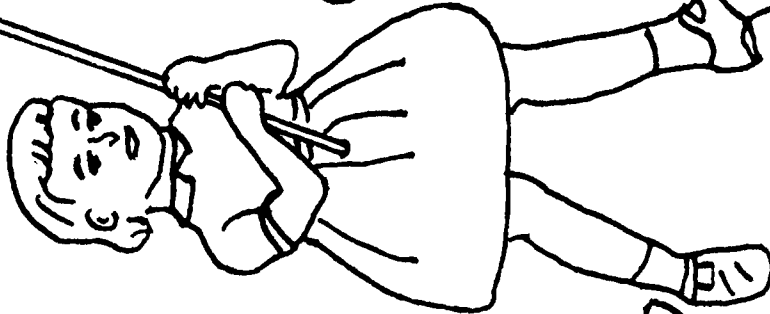
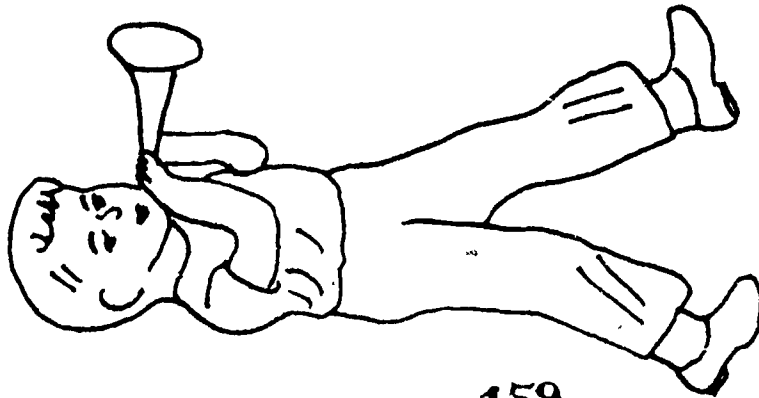
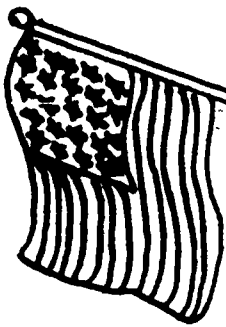
Color 1, 2, 3, 4, 5, 6, 7, red. A, B, C, D, E, and F are white.

What is blue? The  are white.

Color the  yellow.



Soldiers wear a tan suit in the summer.  
They wear dark green suits in the winter.  
They also wear a dark green work suit.



this is a Memorial Day Parade.

Boys and girls like to parade.

How many children are in the parade?

Blue







Thomas A. Edison was born February 11, 1847.

He invented the electric light bulb, the  
phonograph and many other things.



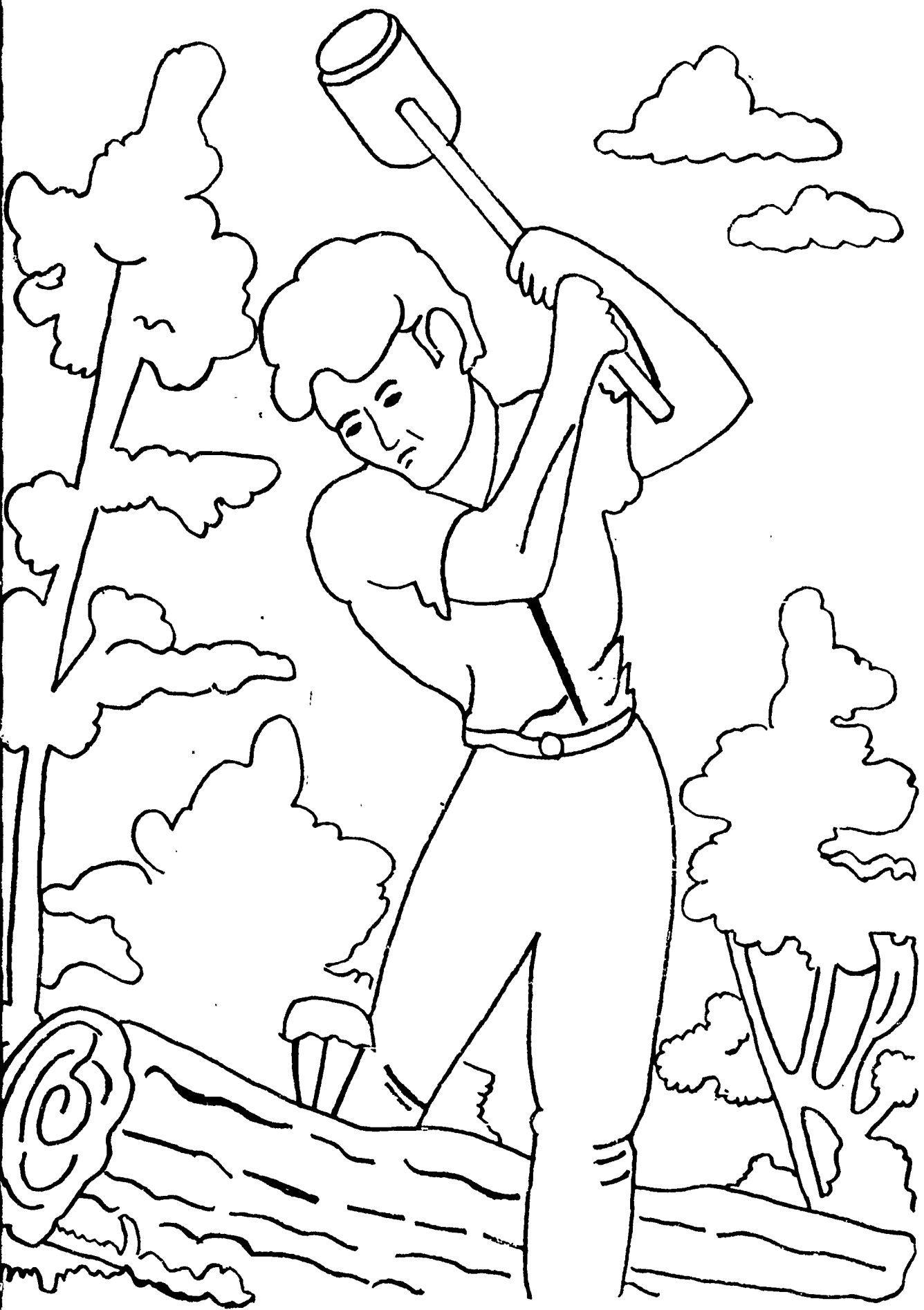
Abraham Lincoln



16

The little boy is George Washington.  
George cut down the cherry tree.

163



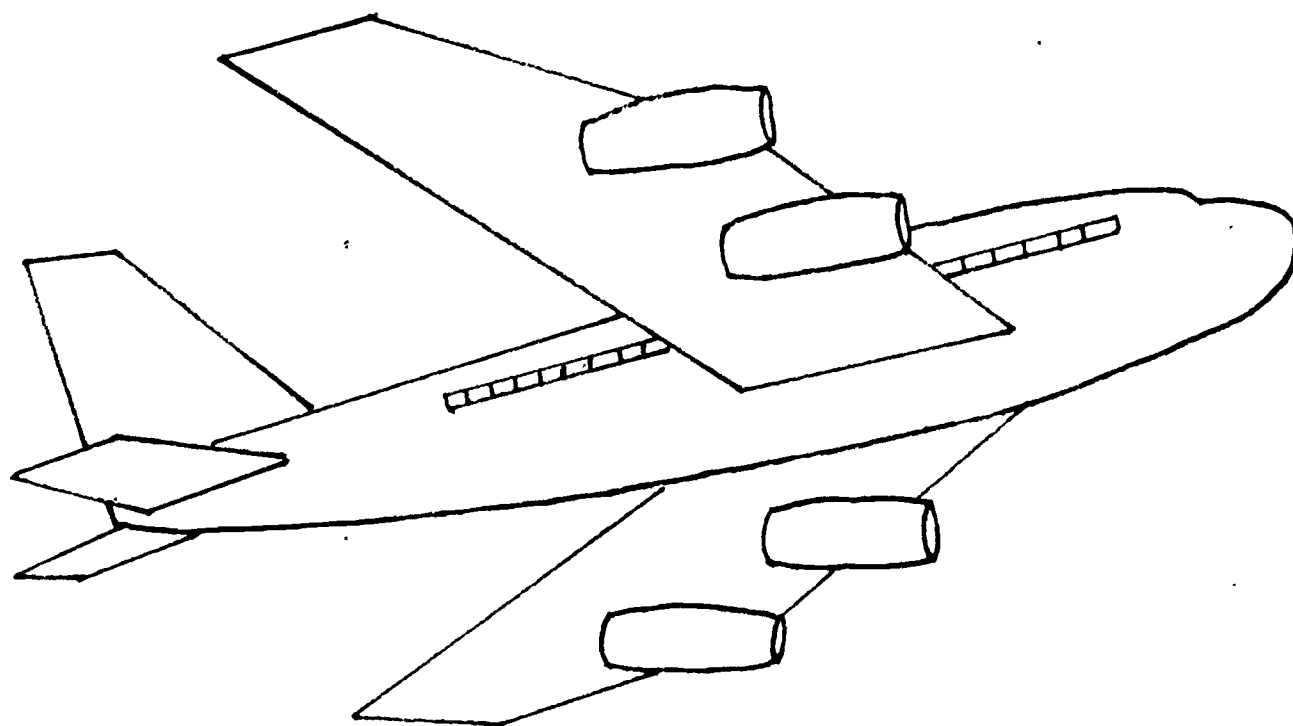


Columbus came to America in 1492.

My name is \_\_\_\_\_



100

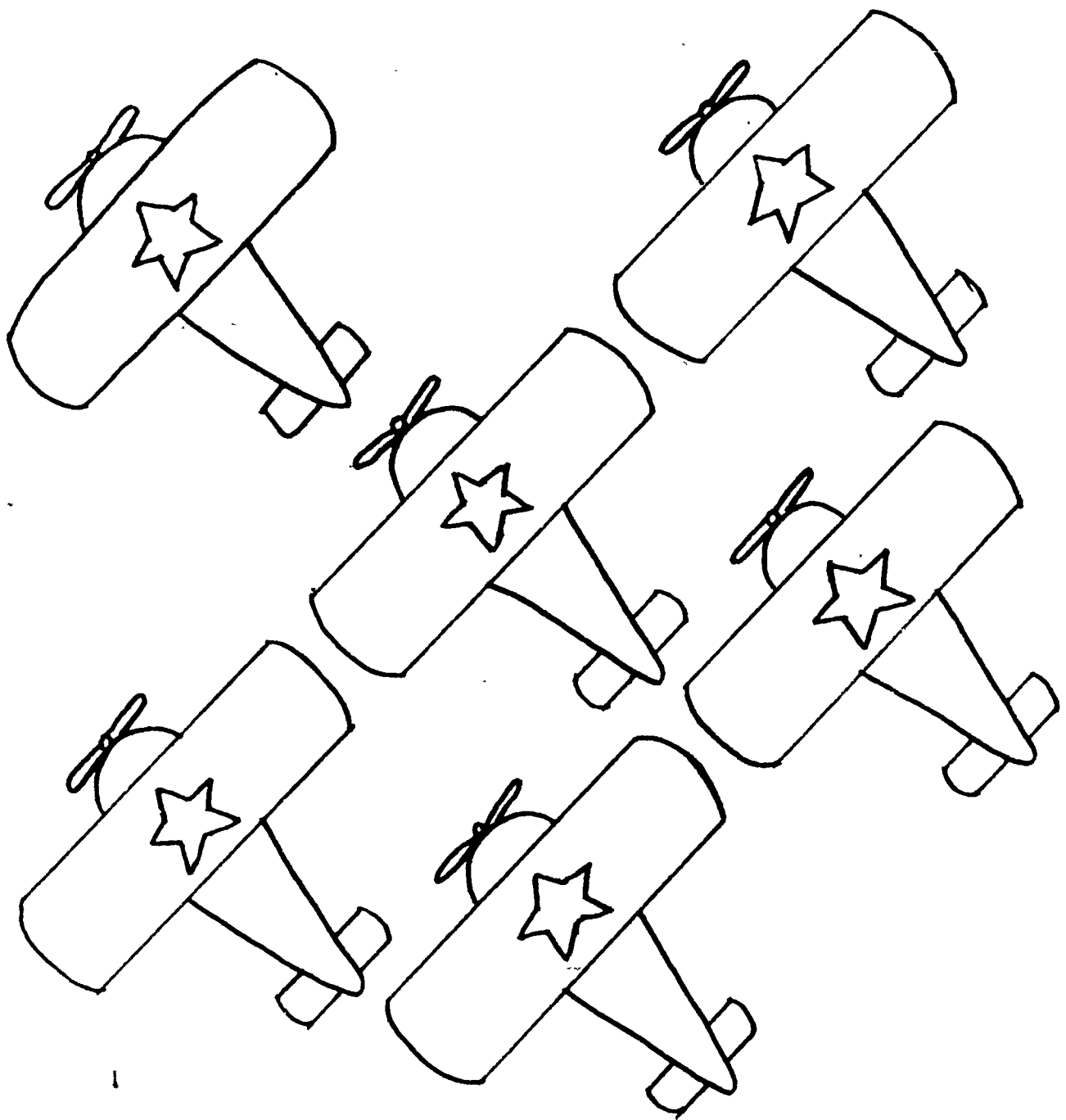


101



Look at the big airplane.  
The airplane can fly.  
Draw clouds in the sky.

167





# REFERENCES FOR ALL UNITS

## SPEAKERS

## FIELD

1. Mother and her job
2. Father and his job
3. Relatives
4. Farmer
5. Postman
6. Policeman
7. Fireman
8. Veteranarian
9. Turkey Farm Worker
10. Nurse
11. Doctor
12. Dentist
13. Store Clerk
14. Podiatrist
15. Tire Worker
16. Artist
17. Entertainer
18. Park Worker
19. Weatherman
20. Radio or TV announcer
21. Health Department
22. Worker on Food Inspection
23. Plumber
24. Bus Driver

1. Honadles Candy
2. Dunkin Doughnuts
3. Mr. Hesson's Farm
4. Administration Buildi
5. Church's Chicken
6. MacDonalds
7. Mr. Jones Hair Design
8. Chestnut Ridge Dairy
9. Burger Chef
10. Podiatrist
11. Dentist
12. Post Office
13. Faye's Beauty Shop
14. Library main or branc
15. Click - store
16. Acme - store
17. A & P - store
18. Children's Hospital
19. Fabric Shop

REFERENCES FOR ALL UNITS

SPEAKERS

FIELD TRIPS

1. Honadles Candy
2. Dunkin Doughnuts
3. Mr. Hesson's Farm
4. Administration Building
5. Church's Chicken
6. MacDonalds
7. Mr. Jones Hair Designer
8. Chestnut Ridge Dairy
9. Burger Chef
10. Podiatrist
11. Dentist
12. Post Office
13. Faye's Beauty Shop
14. Library main or branch
15. Click - store
16. Acme - store
17. A & P - store
18. Children's Hospital
19. Fabric Shop

170

FILMS

901 Beginning Responsibility: Being On Time  
 1115 Beginning Responsibility: Rules At School  
 79 Going To School Is Your Job  
 1518 People Are Different And Alike  
 336 An Airplane Trip By Jet  
 862 Engines and How They Work  
 964 What's So Important About the Wheel?  
 5106 American Farmer  
 3 The Big Road  
 1334 Cattlemen: A Rancher's Story  
 374 Citrus Culture  
 724 The City  
 592 Clothing  
 508 Community Airport  
 491 Community Service  
 773 Conservation for Beginners  
 371 Cotton Picking and Ginning  
 372 Cotton Planting  
 1173 Country Store  
 291 Dairy Farm  
 1240 Dairy Farm to Door  
 216 Farm Animals

774 Farmyard Babies  
 202 The Fireman  
 1410 Food For the City: P  
 305 Food For the City: W  
 524 The Food Store  
 665 Frisky The Calf  
 115 Frozen Foods  
 1253 Let's Visit A Shoppi  
 136 The Mailman  
 1034 Making Work Easier  
 1555 My City  
 57 New House; Where It  
 63 Pioneer Spinning and  
 141 The Policeman  
 1409 Ships Need a Harbor  
 684 The Toymaker  
 792 Truck Farm to Store  
 274 Truck Transportation  
 48 What Our Town Does f  
 54 Where Does Our Food  
 746 Wholesale Produce Ma  
 747 Wholesale Produce Ma  
 5045 Your Daily Bread

171

172

FILMS

Responsibility: Being On Time  
 Responsibility: Rules At School  
 School Is Your Job  
 Different And Alike  
 Trip By Jet  
 How They Work  
 Important About the Wheel?  
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Rancher's Story

port  
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 for Beginners  
 g and Ginning  
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Door

FILMS

774 Farmyard Babies  
 202 The Fireman  
 1410 Food For the City: Produce  
 305 Food For the City: Wheat and Flour  
 524 The Food Store  
 665 Frisky The Calf  
 115 Frozen Foods  
 1253 Let's Visit A Shopping Center  
 136 The Mailman  
 1034 Making Work Easier  
 1555 My City  
 57 New House; Where It Comes From  
 63 Pioneer Spinning and Weaving  
 141 The Policeman  
 1409 Ships Need a Harbor  
 684 The Toymaker  
 792 Truck Farm to Store  
 274 Truck Transportation on the Long Haul  
 48 What Our Town Does for Us  
 54 Where Does Our Food Come From  
 746 Wholesale Produce Market - Part 1  
 747 Wholesale Produce Market - Part 2  
 5045 Your Daily Bread

171

172

# REFERENCES FOR ALL UNITS

## FILMSTRIPS

## FILMS

FS1299 What's In A Neighborhood  
 FS1702 Playing Community Helpers  
 FS1195 Boats and Ships  
     2 Bob Osborn, Farm Boy  
     31 Building A House  
 1198 Busses  
     129 Buying A Pet  
     223 Family Helpers  
 1413 The Food Store  
 1197 The Freight Train  
 1411 Getting Food Ready for Market  
 1432 Going Places Safely By Rail  
     29 How the City Is Fed  
     61 Janet Visits a Dairy Farm  
     477 The Librarian  
     490 The Milkman  
 1169 The Passenger Train  
 1345 Story of a Box Car  
     571 Story of Bread  
     326 Story of Children's Shoes  
     3 Story of Corn

FS 588 The Story of Cotton  
     572 The Story of Fruits  
     647 The Story of How App  
     586 The Story of Leather  
     573 The Story of Mea  
     570 The Story of Milk  
     585 The Story of Rubber  
     661 The Story of Wool  
 1303 Supplying Food for O  
 1199 Trucks  
 1341 Working on the Railr

173

17

# REFERENCES FOR ALL UNITS

## FILMETRIPS

Neighborhood  
 Unity Helpers  
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 Farm Boy  
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 Train  
 Ready for Market  
 Safely By Rail  
 Is Fed  
 a Dairy Farm

Train  
 x Car  
 d  
 dren's Shoes

## FILMETRIPS

FS 588 The Story of Cotton  
 572 The Story of Fruits and Vegetables  
 647 The Story of How Apples Grow  
 586 The Story of Leather  
 573 The Story of Meat  
 570 The Story of Milk  
 585 The Story of Rubber  
 661 The Story of Wool  
 1303 Supplying Food for Our Cities  
 1199 Trucks  
 1341 Working on the Railroad

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